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ABSTRACT

This guide explores three ways for teachers to increase speech and culture samples in the foreign language classroom: using foreign exchange students, using U.S. students returning from overseas experience, and identifying and using community resources. The guide includes six chapters, which cover the following topics: the value of bringing in foreign students, problems connected with this practice, and preparing for the visit; general and specific suggestions for classroom activities (both short-term activities and complete units of study); activities involving the entire school, including gaining support, informing the public, using the student as a resource in non-language classes, introducing the student to the faculty, and helping the student pursue personal goals; identifying and using a wide variety of individual, organizational, and other community resources, both in school and within the commununity; and community exploration projects that look at an entire segment of the community, such as an ethnic neighborhood, as a cultural resource. Appended materials include a brochure produced for exchange students, a list of organizations concerned with international exchange programs and language study, and a list of useful books. (MSE)

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INTERCULTURAL EXCHANGE SERIES

BEYOND THE LANGUAGE CLASSROOM:

A Guide for Language Teachers

Identifying and Using Language-Culture Resources for Developing Communicative Competence

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A Project of the President's International Youth Exchange Initiative

THE EXPERIMENT IN INTERNATIONAL LIVING
Brattleboro, Vermont 05301 USA
1984

INTERCULTURAL EXCHANGE SERIES

- **BEYOND THE LANGUAGE CLASSROOM:**
  A Guide for Language Teachers
- **CROSS-CULTURAL ORIENTATION:**
  A Guide for Leaders and Educators
- **GETTING THE WHOLE PICTURE:**
  A Student's Field Guide to
  Language Acquisition and
  Culture Exploration
- **BEYOND EXPERIENCE:**
  The Experiential Approach to
  Cross-Cultural Education

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Foreword

International exchanges are on the upswing. More and more people travel abroad each year under the sponsorship of a school or university program, or under the aegis of an exchange organization. To support and enrich exchanges, several countries signed an agreement at Versailles in May, 1982, known as the President's International Youth Exchange Initiative ([redacted]). Initial members included France, the United Kingdom, Japan, Germany, Canada, Italy and the United States. Since then, many more countries have joined this initiative and more will certainly follow.

The Experiment in International Living (EIL), founded more than 50 years ago, is one of the international exchange organizations which has received support from [redacted]. One of The Experiment's many exchange programs involving individuals from other countries is the International High School Program (IHSP). Each year students from countries around the world come to the United States for a semester or a full school year. Their experience becomes a two-way exchange in the true sense of the word. While they have the opportunity to learn about Americans by living together as members of a family and attending a local high school, they provide a rich opportunity for the community to learn about them and their culture.

To enhance this two-way opportunity, or exchange, IHSP participants receive information about the program and their potential role as language and cultural resources before coming to the United States. The information provided includes a variety of suggestions to help them think about ways they can be of assistance in the language classroom as well as materials they can bring with them. (See the brochure in the back of this guide.)

In developing other ways to enrich the language classroom, we recognize that we may also draw directly on the experiences of Americans who travel abroad, whether they be students on short- or long-term exchanges, or others who travel routinely for other reasons.

And, finally, while we seek to internationalize our curriculum and our experiences at home, it is important to recognize that many communities throughout the United States are themselves mosaics of diverse cultural and linguistic enclaves. Even in communities where there are no large ethnic populations, there are often resources relevant to our interests in language and cultures.

This, then, is a guide for identifying and using all of these language-culture resources in order to enrich the language experience of both students of foreign languages and those studying English as a second language. It is a guide to help move them closer toward communicative competence so critical in our interactions today, and help them form intercultural friendships founded on mutual respect and understanding.

Preface

Today's language educators are making an increasing distinction between language "learning" and language "acquisition." Most teachers are familiar with the first since it refers to what typically occurs in classrooms. Language learning, as it is generally understood, results from controlled and well-structured lesson plans--plans that are usually carefully thought out and implemented by classroom teachers. The result: "learning" that is not only directed and guided by the lesson, but that is contingent on the input provided by the teacher--a single speaker. Usually this "learning" is augmented by the materials of a textbook and recorded tapes.

Language "acquisition," on the other hand, is generally associated with the type of development which occurs when students are totally immersed in the language, as when one travels abroad. Today, students in increasing numbers are taking advantage of these opportunities through a variety of exchange programs and independent travel. These students are exposed to all aspects of language: sounds, forms, grammar and meaning in addition to the many non-verbal and cultural dimensions of communication. In these cases, language development is truly holistic.

Most language teachers would find it difficult to replicate in the classroom the input and exposure offered by an experience in another culture. Obviously a classroom is not the same as being in the country and never can be. It is important that the teacher acknowledge the constraints of being the primary--and often the sole--source of input providing the basis on which learners "recreate" a language model for themselves. While it is seldom articulated, a single speaker, with her or his own "idiolect" can never adequately represent a whole community of speakers, no matter how well she or he speaks.

By accepting the classroom as a severely limited and rather artificial setting for language "acquisition" to occur, the teacher can begin to search for sources and resources to enrich the classroom experience. Audio and visual aids take on new significance, not just as "aids" but as potentially powerful tools providing increased diversity of speech and culture samples.

But the teacher need not stop with audio-visual aids! He or she might reassess the entire curriculum in terms of the language exposure it provides. Once varied input is understood and accepted as essential, the teacher will begin to seek actively and in a planned and conscious manner, other forms of input--a search which will lead far beyond the classroom.

This guide is about such a search. It is designed to help teachers identify and utilize resources for increasing speech and culture samples in the classroom. The guide explores three significant areas: (1) using foreign exchange students as language and cultural resources (a growing interest in American schools); (2) using American students returning from overseas experiences as language and cultural resources; and (3) identifying and using other resources in the community.

There may be no end to the quest, once the teacher witnesses how the authenticity and diversity of input enriches the students' experiences. Students will gain from the opportunity to learn and acquire a second language. The language classroom can become the "next best thing to being there,"--with the advantage of having a professional present to guide and facilitate the process.

The suggestions contained in this guide serve to illustrate the variety of possibilities that exist. Teachers can choose those which best suit their needs and reflect the resources of their communities. Ideas may be modified--and improved upon--and new ideas are certain to develop. The search often results in surprises. Resources begin to appear everywhere, all around us. It then becomes a question of using them. We hope this guide will help you take that first step . . . beyond the language classroom!

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As with many works which assemble collections of ideas, this guide is the result of the efforts of many people--from development of the initial concept; to writing, editing and typing; to the pilot and revision phases and final production.

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1

Bringing the World into Your Classroom: The International Exchange Student

> "We have not really budged a step from home until we take up residence in someone else's point of view." — John Erskine

Why Bother?

Let's face reality: When you're teaching five or six classes a day, preparing your lessons and correcting homework, you barely have time to gobble your lunch. Having a visitor help in your class involves planning, preparation, and follow-up, and you certainly have the right to ask whether it's worth the extra effort. What will your students get out of it?

Take a few steps backward and look at the general goals of the courses you're teaching--not day-by-day lesson objectives, but overall goals: What do you want your students to be learning? Do you want to teach them grammar and vocabulary of the language, or do you want to teach them to communicate in that language--to speak and understand, to read and write so that they will be able to function independently in the language?

The key word is "independently." Many students can master vocabulary and grammatical structures in the limited context of a classroom; yet often those same students feel utterly incapable of the most elementary communication in the language. How many adults have told you, "I studied French (or Spanish, or German) for four years (or six, or even eight) and I can't speak a word of it?" An adult recently said, "I almost majored in Spanish. I'd studied it in high school and loved it, and when I got to college, I read all kinds of stuff in Spanish. But then I realized that I couldn't understand anybody and I couldn't speak. I'd learned all about the language--all this advanced grammar--and yet I couldn't hold a simple conversation."

This ability to speak and to understand a native speaker in another language--"communicative competence"--has not always been the goal of American foreign or second language education; even when it is ostensibly the goal of a language course, teachers don't always have the materials or the training to work toward it effectively. Recently, the American Council on the Teaching of Foreign Languages and the Educational Testing Service have continued the work of defining communicative competence and of developing effective ways to teach toward that goal, but it may be years before their work has its deserved impact on classroom teachers. In the meantime, visitors can help teachers develop their students' ability to communicate using their present curricula and texts.

Visitors bring to the classroom:

(1) Another Voice--In many language classrooms, the students get used to hearing only their teacher's voice. They can't help assuming that everyone speaks the language as that teacher does. Furthermore, teachers often limit the structures and vocabulary they use when talking to their classes, in order to help the students understand them. Visitors who speak the language are less likely to limit their speech in this way, so students will quickly see how varied the language can be. They will have the chance to try to comprehend those variations, such as regional dialects and undivided accents. This is excellent training for a time when they will be on their own with native speakers.

Teachers may actually worry about a visitor's speech. If the class has spent a lot of time working on a particular linguistic point, the teacher may feel that a native speaker who misuses that structure can do more harm than good--confusing the students at best, or actually teaching them the "wrong" information. In fact, students may be concentrating so hard on the gist of what a visitor is saying that they don't even notice particular structures. If they raise the question themselves ("Why didn't he use the liaison or the subjunctive?"), it's best to confront it right away. You can point out that every langauge has variants (many Americans say, "There's lots of reasons," for example; many say, "There're lots of reasons"). For consistency's sake, we teach what we take to be standard French or Spanish or whatever, and (again for consistency's sake) we expect our students to learn the version we are teaching. At the same time, it's important to realize that there are almost as many versions of a language as there are speakers of it, and students should learn to understand as many native speakers as possible.

(2) A Real Person--Humans are social animals, and adolescents are the most social of humans. Listening to and talking with a real person speaking the new language gives that language new interest for them (and, in this context at least, the teacher doesn't count as a real person; it's our job to speak the language, right?). Even a rather shy or reserved guest working with routine grammar or vocabulary exercises can do more to motivate students than the cleverest story or tape--simply because a living person is more interesting than a book or a recorded voice. Precisely because visitors spontaneously use unfamiliar words and structures, they present a special challenge to the students. Because that challenge is to communicate with a real person rather than merely to solve an intellectual problem, students who succeed will feel enormous satisfaction; their linguistic achievements will have led to human understanding.

(3) Cultural Information--Probably at least one of your course objectives has to do with increasing the students' awareness of the larger world outside their immediate community. Although most language teachers believe strongly in this goal, they sometimes have difficulty translating it into lesson plans. Some textbooks have a cultural component; often it consists of dialogues or pictures that illustrate particular points about the foreign culture. While these items are rather static, they have the advantages of being concrete and of fitting neatly into the sequence of structures that the book is "covering." They also put the teachers firmly in control; they can ignore them or introduce them into class as seen fit at any given moment, and they can lead discussion in any direction they please.

Of course, teachers themselves are important sources of cultural information. Their own observations and experiences as they traveled or lived abroad provide interesting insights for their students. Unfortunately, few American language teachers have lived for long periods of time in a country where the language they teach is spoken; even those who have had that good fortune are limited to their own experience. All teachers and students can learn more about a culture by talking with someone who has lived it. Later in this manual we suggest specific topics for interviews or discussions.

(4) Benefits for You, the Teacher--While we've concentrated on the relationship between your classes and a visitor, she can also help you in a more direct way. Ideally, language teachers would travel frequently to countries where their language is spoken, but we don't always have the money or the freedom to travel as much as we would like. Your visitor can help you keep your knowledge of the language up-to-date. She will use current idioms and slang, and you can always ask her for words you don't know. Even teachers who can speak very fluently sometimes lose their fluency after a year or two of limiting their vocabulary in order to have elementary classes understand them. A visitor can help you revive the non-classroom vocabulary you know but rarely get a chance to use.

The visitor can also deepen your own understanding of another culture. If you've already lived in her country, you can compare her point of view with what you know from your own experience; if not, you can learn a lot about ways her country differs from others you know where her language is spoken. It is important to remember that she is not representative of her culture, but simply one individual within it.

Finally, through working with a visitor you will meet other people--in your own community and perhaps in hers. In taking responsibility for a foreign student, you will be asking comparative strangers to go out of their way for her, in order to make her visit as rich as possible. If you invite someone from the community into your class, that person is going out of his way for you and your classes. In either case, you will be making an extra effort to bring strangers together so they can learn from each other. This kind of effort is hard to measure, and the results are intangible, often surprising--and always rewarding.

Can you suggest some other advantages in having an exchange student in your school?

Can you recall remarks from students or colleagues that suggest or reinforce the benefits of an exchange student's presence and participation?

Potential Problems and How to Minimize Them

Even if you are convinced that a visitor can contribute a great deal to your class, you may have some reservations. First of all, how can this person fit into your curriculum? There is also a question of control; it can seem very risky to deliver a class into the hands of a comparative stranger. What if the class can't understand her--or vice versa? What if someone in the class offends her, or vice versa?

Making the most of a visitor demands preparation, preparation and more preparation! You must figure out ways to integrate the person into your curriculum; you must work with her so that she will know what you expect her to do and how to go about it; and you must work with your class ahead of time so they will be ready to learn from her.

When teachers consider working with a visitor in their classes, they may worry about their students' command of the language: they hesitate to introduce someone who speaks little English into a class that still speaks little Spanish. Of course, beginning students would have difficulty interviewing speakers, for example; even if they could formulate some simple questions, they might not understand the answers. Nonetheless, there are still plenty of ways they can enjoy and learn from their visitor. The third chapter suggests ways visitors can help develop students' aural comprehension, their spoken fluency, and their written skills. Language courses vary so much from one school to another that we've made no attempt to link the activities with specific texts; rather, we assume that at some point most courses touch on topics such as greetings, using a telephone, food, geographic terms, money, etc. In our discussion of specific activities we do suggest ways to adapt each topic to the students' level of proficiency.

A note of caution: It's dangerous to assume that even advanced students can handle a visit without preparation. Though their linguistic skills may be very highly developed--they may be able to read, write, and discuss really fluently--they may be almost as timid and unskilled as beginners when it comes to the give-and-take of conversation. No matter what the students' language skills, they can learn a great deal if the experience is carefully planned.

Planning doesn't mean eliminating spontaneity. Far from it! Good planning will not only allow for the unexpected, but also actually encourage it. An activity that engages the students will help them forget their self-consciousness and let their interest and sense of humor carry them into new territory. Without a structure, they remain on safe ground and quickly grow bored.

Later in this manual, in our discussion of each activity, we will suggest ways to prepare the class and the visitor for that particular experience. But before she can help in your classroom, the visitor must leave her own country, arrive in the U.S., spend a confusing few days settling in to her new school, and--eventually--begin to feel comfortable there. The next chapter gives you suggestions for how to make those transitions as easy as possible for her.

Can you list other potential problems and (if possible) ways of dealing with them?

2

Welcoming the International Exchange Student

> “Today, man is increasingly placed in positions in which culture can no longer be depended upon to produce reliable readings of what other people are going to do next. We are constantly in the position of interacting with strangers, so we must take the next step and begin to transcend our culture. This cannot be done in an armchair.” — Edward T. Hall

Getting Ready

Imagine yourself arriving in a new country for a long stay. You have suddenly become a "brother" or "sister" in a strange family. You have joined the student body of a school where they don't speak your language. Your whole day is a series of half-understood sentences, questions you need to ask but can't quite formulate, schedules and room numbers and names you can't remember. In such a situation, so much time is wasted in wondering and worrying: Did I do the right thing, did I just say what I think I said, why is everyone staring at me, do I just get up and go to the bathroom, should I offer to pay for that, what exactly was it they told me to do tomorrow at nine? What you need right now is a source of endless information: someone who knew about you even before you arrived, who can almost lead you by the hand for a day or two, who is aware of bumps before you arrive at them, and who can be asked just about any question and provide instant relief. That is exactly the kind of help you might arrange for the exchange student you are expecting in September or January.

To begin with, long before her arrival, you might send her a personal note. It will be a relief, a comfort and a boost at a time when she is drowning in applications and official documents. Just having your name and address and a sincere "looking forward to your visit" comment can do wonders to alleviate the wonder/worry feelings that have been building in her.

If you have been able to secure the exchange student's application, her "Dear Family" letter and a transcript of her academic credits, refer to them in your introductory letter. Help her to know that what she knows, what she likes, what she does, and what she hopes, will all fit nicely into the school and community she is coming to. Include details about your school and your town--right now they are only a dot on the map for her, nothing more.

Since you have in mind putting the exchange student to work in your language classes, it would be a good idea to mention it at this point. Check to see whether her sponsoring organization may also have presented this same idea, and whether it may already be built into the program concept, in which case you need only to reiterate what has already been established (for example, see the IHSP Program brochure at the rear of this guide). If she is at all creative, it will occur to her from reading your letter that there are some things she could bring along that would be of interest to your students. But just to be sure, ask her when you communicate with her, to try to fit into the corners of her suitcase such things as:

a menu
a timetable
some photographs
recipes
coins and currency
a road map
application blanks (for a driver's license, a passport or identification card)
labels from packages/cans
a report card
a city map
slides
tourist brochures
a cassette of popular and traditional songs
a deck of cards (if they are not like ours) or small games
addresses of possible pen pals
newspaper ads
pictures and information about her own school

It would be nice if she included such things as records, magazines, and books, but since these are heavy or bulky, she may need whatever space she has for personal things. The items above are some which will really fit into the corners.

Also, before the arrival of the foreign student, try to make contact with her host family. They will probably be bringing her to school the first day and if they can get her to you safely without their being confused, it will automatically diminish confusion for their guest. Even more important, you should try to have her arrive when you are relatively free to spend some time with her. During the months when you will be working with her, there will be other times you will want to get in touch with her host family. It's a little more comfortable if you already know them.

It is imperative that before you begin this entire project, you and the organization making the arrangements understand clearly who is responsible for what. Most of all, you need the name and phone number of a contact person who can be reached when you have questions or concerns. If the exchange student is unhappy with her living conditions, if she has concerns about her money or her health, if she decides to take off for a week, there has to be a way for you to refer her to a place where her troubles can have an airing. If you have made it clear that your area of responsibility will be the school and academic concerns (and that's as much responsibility as you should take on), you will be able to listen to the problem, explain to your guest that it is not yours to solve, and then give her the name of the contact person. In this way, you are sure she is being helped.

What other items can you think of that an exchange student could bring to your classes? (Pershaps some items could be shipped at a later date with your departmental budget paying postage.)

Cultural Entry and Culture Shock

Adapting to a new culture is never easy; for an adolescent all alone thousands of miles from home, the stress of adjusting can seem overwhelming. Most travelers' entry into a new culture follows a pattern which we describe below. If you're aware of the common pattern, perhaps you can help your visitor through some of the hard moments simply by reassuring her that her confused and sometimes negative feelings are perfectly natural.

The first stage in cultural entry is often infatuation with the new culture (although this phase may not last long enough to be noticeable). The visitor is excited about being away from home, seeing new things and meeting new people. Often the traveler feels euphoric, freed from the constraints of her own society, and still an outsider and therefore not yet bound by any constraints in the new one.

This stage usually passes fairly quickly as the visitor begins to realize that there are rules governing her conduct--and that she can't know what most of them are unless she breaks them and someone explains where she went wrong. The realization that she is supposed to play a game without knowing the rules is understandably depressing, especially for a young person struggling with the complexities of a new language at the same time.

It is during this discouraged phase of culture shock that you can be most helpful. The visiting student's reactions can take the form of psychosomatic (but nonetheless real) illness, irritability, withdrawal, anxiety or a tendency to cry for no apparent reason. You can help your visitor through this painful time simply by taking time to listen as she airs her feelings. It's best not to argue (acknowledging that there is "no reason to feel sad" doesn't necessarily help anyone feel better); on the other hand, you don't need to agree with the student that her host family is insensitive, Americans are materialistic and cold, etc. Perhaps it is most useful to acknowledge the student's feelings and help her understand that they are common to people who have left their normal routine and known cultural values behind. At the same time, you can help her focus on things she can enjoy and look forward to.

Fortunately, most sojourners can eventually pass through discouragement to meet the challenge of learning about a new culture, and accepting the inevitable discouragements with good grace. The process will be gradual, with several steps forward and a few back, as the student integrates values and ideas she has brought from home with new ones she is getting to know. There may be difficult moments even late in the visit. Even when a traveler seems quite at home in a new culture, unusual situations can arise to call old values or new ones into doubt. No matter how quickly or well the student seems to be adjusting, she may need your understanding and guidance now and then all through her stay.

The First Week

Your first meeting with the exchange student should occur before she begins any set routine at the school. Before the meeting, make a list of the things you want to discuss with her. Remember, you are the person who is going to imagine what her worries and questions will be and try to help her with them. Here are some possibilities for your list:

- Plan a regular time each day, or every so often when you (or another teacher or a student) will be in a set place for a stated time period and completely available for your guest to talk with.
- Think about some basic questions to ask the new student: Why are you here? What do you hope to gain from the experience? Are there some specific things we can arrange for you?
- Show her where she will have a "home base"--a place she can leave materials, where she can have a few minutes of privacy (we tend to try to occupy every minute of time for a foreign visitor), and where notes can be left for her.
- Discuss school rules and regulations with her, especially the ones which might be different from those in the school system from which she has come. For example, your guest might light a cigarette in the school's corridors or the ladies' room without any idea of the major impact this will have on school administrators. They can't

ignore the fact that she was smoking; the exchange student will be embarrassed to know how serious her action was; the students may look upon her as a maverick or a wise guy or--worst of all--a stupid foreigner. Punctuality and the informality of teacher/student relations might be other topics worth mentioning.

- Set up an appointment with a guidance counselor to arrange a program of classes the exchange student wants on a daily basis.
- Prepare a written description for her of her first week: classes, exact starting and stopping times, names of teachers, and lunch times. Include for each day of the first week the name of a student who will take her to lunch, and the place they will meet.
- Arrange for a student to give her a tour around the school, being particularly careful to point out the cafeteria, the library, the bathrooms, and the place where the school bus will pick her up. Be sure the tour includes introductions to secretaries, librarians, the school nurse, and other support staff.

Unless you have had a foreign student in the past, there is a problem that is likely to occur that you may not have thought of, but will need to deal with very soon after the arrival of the visitor; some of your students will be eager to learn as soon as possible all of the dirty words and the vocabulary of sex in the target language. And although you find it refreshing to have these students eager to learn anything at all in the language, this kind of vocabulary being yelled across the study hall or cafeteria of a public school can only lead to trouble. Talk to the exchange student about the possibility of her receiving requests from students for such words, help her to understand the problems that might occur from giving out such information and to formulate a tactful answer to this request (possibly, "I'm very sorry but your teacher has asked me not to discuss that," or "I think it would be better if you asked your teacher that question"). At the same time, spend a few minutes discussing this situation with your classes. First of all, you would prefer that your students do not put the visitor on the spot with such questions (to some, the request will even be embarrassing); and secondly, your students may receive a query from the exchange student for some good old American gutter language, thus putting them into the position of needing to know what response to give.

While your visitor is settling into her new life, activate the group that will plan a small reception for her. One of your committee can take on the job with a few volunteer students, or you can set it up as a project of the International Club. Keep the reception small and informal. Find a couple of sociable students who will help with introductions and greeting guests. Be especially careful that you have invited those teachers who will have the visitor in class, or any you feel could be helpful at some future time in a particular academic situation.

Do you have other notes or comments that you would want to give to the newly arrived student?

Are there other arrangements to be made to ensure her safety or comfort?

What other people should be introduced to the exchange student at the beginning of her visit?

Throughout the Visit

After a week or so, you will sense that she is able to fend for herself, and you will want to let her. Do be sure that she understands that you or someone on the committee is always available for handling questions and problems. You might still plan to meet with her on a frequent basis (maybe have lunch together) so that you always have a feel for what she is doing and what she is being asked to do. At the risk of being repetitious, here are a few more items for you to consider in the continuing process of ensuring the comfort of this special guest at your school:

- For as long as the exchange student is comfortable with the plan, use a buddy system: a student (perhaps a different one each week) who will make some contact with the visitor each day, maybe have lunch with her, or meet between two classes just to see how everything is going, maybe arrange to sit with her at a home basketball game. The experiences that can emerge from this liaison may be even more positive and rewarding for the host-student than for the guest.
- Make sure from the beginning that there is free time built into the exchange student's program each day. She needs the opportunity to get away from the (English-speaking) world at least for a few minutes. As she becomes stronger in her new surroundings, she will begin to establish personal contacts and she will need time to follow up on them.
- Keep your eyes and ears open in the classroom and in the faculty lounge for names of people, either in the school or in town, who speak the language of your guest, or who have had some connection with her country. You or your committee may wish to contact them for an hour's get-together with a possibly homesick young person.
- Make it generally known in the school and in the community that the exchange student will be more comfortable in giving presentations to small groups rather than at all-school assemblies or large community gatherings.
- If the foreign student has been asked to write articles for the school or town newspaper, invite her to share the article with you before submitting it. You may find her use of English will create a misunderstanding for the reader or be just plain laughable. Go over any suggested re-writes with her so that she understands you are not trying to change what she wants to say, only the way in which she is saying it.
- Help her set up an appointment book to keep track of her commitments.

- Spend some time with her in the school library, or ask the librarian to do it. Show her how to use the library, explain the rules, help her to know the procedure for borrowing books. It would be useful for her to have a reading list: books about our country, some representative American novels, popular magazines and their subject matter.
- Have someone find out her birthday, her saint's day (if applicable), or the date of a major national holiday in her country. Arrange with the International Club or one of your classes to surprise her with a simple celebration. Simple really is enough--it's the thought that counts.
- Be especially sensitive to special activities that will be coming up in the school (Student Council meetings, Honor Society inductions) and in the community (Town Meeting, street fairs) so that you can tell your guest about them: where, when, how long, and how much.
- Encourage any teachers taking their classes on field trips to invite her along.
- Do remember to write to the foreign student's family at least once during her stay. This may not necessarily provide any great amount of comfort to her, but most definitely it will be a joy to her parents to hear from you.

Someone from your committee should keep a record of the visitor's experiences while she is at your school: courses completed, special activities undertaken, educational experiences. In many cases, she will be able to receive credit or certification of some kind at a later date. If you receive requests in the future from schools or agencies regarding her accomplishments, it is important that there be a record somewhere in the school.

Use this space to jot down other useful things to do to make the visitor's stay more satisfying.

3

In the Language Classroom: Tapping a Valuable Resource

> “You cannot teach a person anything. You can only help him to find it for himself.” —Galileo Galilei

General Guidelines

There are many situations in your daily presentations where you may find it valuable to involve the foreign student as an aide. It is essential that you understand that your visitor is not automatically a trained teacher just because she speaks French or Spanish. She may not be comfortable in front of a class; she may not enjoy teaching; she may find it a totally new idea that you were planning to involve her in your program. Whatever the reaction to becoming a part-time teacher, she will need moral support and positive reinforcement on a regular basis. Please give some thought to the following before putting a resource person into your room for the first time:

- Begin by having her observe your class.
- You and the resource person should have a definite, regular time when you meet to discuss what she will present and what she has already presented. Work with her on specifics. Her lesson should involve good pacing, a variety of activities (the more structured, the better), and a knowledge of student abilities; otherwise, it won't matter that she is a native speaker or a charming person or an expert on the history of Peru.
- Remain in the room. Although she needs to establish herself as the one who is running things for the moment, you may find that you

can make things easier for her by responding loudly to her first drill so that the class can see the pattern, by starting off a question-answer period, or by simply being available if there are discipline problems.

- Start out by using her for short presentations, rather than for the full period. Fifty minutes is a long time for her to keep a class going or for the class to stay highly motivated and totally involved.
- A good way to break her in is to have her work with part of the class, rather than the entire group. Perhaps she could be assigned to do some drill work, go over homework exercises, or practice a dialogue or conversation with one group while you are working with another.

Short-Term Activities

The following list of ideas is offered to start you thinking about specific ways to bring the exchange student into your daily teaching. We hope they will also suggest to you variations that you will find even more rewarding. Later on, we also suggest other specific topics, more in the nature of complete units of work, that she can also present to your students, with your help. Needless to say, not all of these suggestions will work for you. Much depends on the exchange student with whom you are working, her skills, her creativity, her interest in the program, and the other requirements of her daily schedule.

(1) **Autobiographical Information**--The student can give a short presentation about her personal life in her own country--in the target language or in English, depending upon the comprehension skills of the class. She can simply introduce herself to the class describing her family, her school, her city. Students can later reinforce their learning by answering questions, doing true-false exercises, and repeating orally or writing the information they have received. They might also be asked to talk or write about themselves, using the presentation as a model.

(2) **Answering Questions**--When the student feels a little more comfortable working with the class, have her come one day to answer specific questions

which the class has prepared in advance. The follow-up activities you do with the class are similar to those described above.

(3) **Presentations on a Specific Topic**--There are a number of more learned presentations that can be offered to your classes, depending on what particular information you wish to impart, and the areas in which your exchange student is knowledgeable. When your grammar book uses foods, sports, famous people, etc., as the theme of a unit, some comments from the foreign student will help bring the material to life. If the class is reading a novel, the student might be able to talk with them about the author, the period in history with which the book deals, or background information about persons, places, and things mentioned in the book.

(4) **Family**--Students will be interested in the family of your exchange student, and you are interested in having them learn the words for father, mother, grandmother, brother-in-law, godchild. Invite the foreign student to describe her family, putting a family tree on the chalkboard at the same time. Your class may question her about such things as age, occupation, physical characteristics of each person. If there is time, the foreign student may question class members about their families. Finally, each student will draw a family tree of his or her own. In advanced classes, have student A describe his or her family while student B does the drawing of it. A bonus of this lesson is the presentation of how a woman's name is affected by her marriage (particularly in a traditional Spanish family) and names that are common in each society. (This may be related to the section entitled, "Slides or Pictures.")

(5) **Building Tours**--Assign one student each day to take the visitor on a tour of the building. The tour may be conducted in the target language. For added practice, assign the student some task while he is with the visitor: an introduction to the librarian, a visit to the student smoking area and an explanation of the rules, helping the visitor secure a bus pass from the principal's secretary. Some of these situations may require your third-year language students to act as the bridge between the English speaker and the non-English speaker, thus providing practice in a very real situation.

(6) Asking Directions--As a part of the exercise described above, or as a separate exercise, have the exchange student ask one of your students each day for directions to some place she needs to get to after school: the hospital, the post office, the florist shop.

(7) Idioms and Slang--Ask the resource person to make a list of idioms and slang expressions that she feels would be useful and interesting to your class, or give her an idiom list from which to choose. If she will be in your room every day, let her present and practice one or two of these each day with the students. You can keep a running list posted in the classroom for students to refer to and add to.

(8) Doing Drills--After you have explained and demonstrated any oral drill patterns you use (listen/repeat, replacement, transformation, question/answer) and after she has observed as you use the drills in a classroom, your visitor can help with drill work, either with the whole group, with a part of the group (while you are working with the other part), or with an individual who needs the practice. If she is not reading the drills directly from the textbook or from your notes, be sure to provide her with a list of vocabulary items that she can call on so that the exercise zeroes in only on the structure that you want reinforced.

(9) Working with Verb Tenses--As an introduction, an exercise or a review of a tense, the foreign student can talk to the class about herself, tell them a story, or explain some process, with all of her verbs--insofar as possible--in the tense being studied. If a listening exercise is not enough, the students can then work with her on question/answer drills or maybe retell the story with cues from her.

(10) The Conditional, the Subjunctive--Try the following to help in practicing the subjunctive or the conditional. The foreign student will describe for the class some of the laws in force in her country (or some rules that were in force fifty years ago--provoking a need for the imperfect subjunctive): "In my country it is necessary that all students..."; "The government does not allow that..."; "I would be able to receive a permit, if I were...." Your students can then reciprocate with statements about laws of the U.S. School rules and driving regulations are further topics for this exercise and generally cause need for subjunctive forms in some languages.

(11) Working with Individual Students--Have the foreign student work with any students who have been absent for several days, while you continue to move ahead with the rest of the class. Or, if there are any who don't need review which other students require, have her do a special conversation or a reading with them.

(12) Working with Individualized Reading--For those advanced classes where there is individualized reading time, ask the exchange student to be present. She can move about the room quietly, answering questions about vocabulary and structures and helping students get through difficult passages.

(13) Reading Aloud to the Class--It is important that your students hear as many different voices as possible using the target language. Whenever possible, invite the exchange student to read to the class the story they are about to begin, the new material at the beginning of a chapter, a list of vocabulary words that are to be learned, a recipe, or a song. It may be that there is no follow-up activity at all; the objective can simply be for your students to hear the language being spoken by another person. Have the readings taped while she is doing them--you will find many uses for them later on.

(14) Taping Drills--It doesn't really take very long to read a paragraph, a dialogue, or a replacement drill into a microphone. Ask your exchange student to drop in to the language office during free times and do a few minutes of taping from materials you have prepared in advance. If your student is shy, this may be a good way to begin her work with the class and will give her practice doing drills without the pressure of standing up in front of the class in person.

(15) Dialogues--In the introduction or practice of a dialogue, the exchange student and you can serve as models for the class by reading the passage out loud to them. It is more interesting and less confusing if there are two live speakers in front of the room. When first introducing the new dialogue, you may have the students listen several times: once for general understanding, once to spot new vocabulary items, once for the use of some particular tense or structure. Later, if the class is involved in listen/repeat drills with the dialogue, your exchange student can continue to be the model for her lines in the dialogue. Eventually you may want to assign her groups or individuals to work with. Be sure she understands the main purpose of the practice: pronunciation, intonation, speed.

(16) Aural Comprehension--When you have specific aural comprehension exercises to present, call in your exchange student. Give her a short story, an anecdote, a joke, or a paragraph dealing with a cultural item to read to the class, along with some specific questions to use with the group afterward. If you find her especially creative, you may be able to have her invent some of these segments herself. Once again, tape for later use. Go over the tape with your class to see if there were any important misunderstandings or if there were any major language errors in their responses. The exchange student's part of the taped presentation will also be useful with future classes.

(17) Aural Comprehension: Specific Topics--When you are preparing the foreign student to give aural comprehension segments to the class, be sure to give some thought to topics which don't always appear in the textbook, but which may be of interest to your students; for instance: teenage behavior and activities, dating customs, superstitions, marriage traditions, feelings about death, proverbs and jokes. Don't forget--commit these to tape while she is talking with the class. As an expansion of the listening exercise, students can make comparisons with the customs and traditions of the United States, or with those of another foreign culture to which they have been exposed. A written exposition in short sentences or essay form is a logical assignment to follow.

(18) Setting Up an Incident--Ask the foreign student to come in to your room a minute or two late one day (after the class has settled down) and engage you in a conversation--a conversation which you and she have pretty well worked out in advance. Speak loudly enough that the class can hear but don't involve them. When she has left, ask the class some questions about the conversation (what did she want, why was she upset, where is she going now). A variation is to set up a conversation between your foreign student and another speaker of the language. Have them come through your room, stopping long enough to discuss something (a lost book they are both looking for; an appointment between the two of them that one broke; a misunderstanding about the place they thought they were to have a meeting). Voice volume and body language should be slightly exaggerated; each of them might be wearing one rather unusual article of clothing or carrying something odd. After they have left, ask the class to talk about what they saw and heard. This exercise is especially effective in making clear the different uses of the two past tenses in some languages. Aside from the oral work that will follow the appearance of the two passersby, the class can work together in producing some sentences or a group composition about the experience, and can be assigned the writing of a paragraph for homework.

(19) Interviewing a Famous Person--Present the foreign student to your class as Napoleon Bonaparte, Eva Perón, or Leonardo da Vinci. (Be sure she is armed with basic information about the person she portrays.) Your students, now reporters for the local newspaper, have the task of interviewing this famous person and then writing (for homework) an article about his or her visit to your community. While the interview is going on, it is a good idea for you to wander around the room to make sure students are doing the note-taking in the target language.

(20) Role Play--The native speaker can be tremendously valuable as a member of a role play (mother, father, tour guide, store clerk, waiter) as one-half of a telephone conversation. Before you ask her to handle one of these, be sure she has visited the class several times so that she has some idea of the level of language she will be able to use, and also the specific words and structures you would like her to emphasize.

(21) Shopping Expedition--Send your class on an imaginary shopping expedition with the help of the exchange student. She will need to make up a list of items for sale and prices (in pesetas, rubles, etc.). Students can then make up a shopping list. In advanced classes, have the students "buy" the ingredients for a recipe, or the makings of a formal dinner. If you like, limit each student to a maximum amount of money. The exchange student may want to teach or to go over some additional vocabulary items: package, box, pound, dozen, bag, jar, roll, kilo, grams, etc.

(22) Class Projects--Very often you may have the urge to assign some really creative project as the wrap-up of a unit of study, but you are also anxious to get into the next unit and you object to devoting too much class time to overseeing the work of your students. There are ways your teacher-aide can be of help. Consider beginning the new unit with half of the class while the other half is working somewhere else with the foreign student. Or, assign the project as an out-of-class requirement and make it known that the foreign student will be available for consultation every day at the beginning and end of class, as well as during homeroom and lunch periods. If you feel particularly confident about the teaching skills of the student, you might actually put her in charge of the project work, asking her to follow up on each student from beginning to finished project. A particularly enjoyable project for a class is the production of a radio or television program, advertisements, news briefs, weather report, game show, soap opera, music, jokes, talk show with celebrities, etc. Each student or group of students is responsible for a part of the production; each segment can be taped independently from the rest, so that it is not necessary to devote large blocks of in-class time if you don't wish to. Do be sure, however, that each of your students has found a time when he or she will be able to meet with the exchange student. In cases where this isn't possible, you will have to excuse the student from your class.

(23) Writing--When your students are engaged in writing or rewriting as a classroom exercise, ask your exchange student to sit in the room, possibly working on assignments of her own. As questions or problems arise with individual students, both you and the exchange student can handle them, thus reaching more students individually within the fifty-minute period.

(24) Writing: Applications--If the exchange student has brought with her copies of blank applications (passport application, application for student identification card), make classroom sets on a copy machine and have her work with the class in filling them out. It would not be difficult to expand the exercise into a simulation, having the exchange student act as a government official who is interviewing the applicants as they complete applications, or reviewing the completed applications and asking additional questions. In the event that you do not have access to any applications written in the target language, ask the foreign student to design some for you. Samples in English would be helpful to her (and would also give her the chance to learn).

(25) Writing: Letters--Be sure each of your classes writes a farewell/ thank you note to your visitor. In elementary classes it could be a letter which you prepare as a group exercise in class. A creative class might want to make a large card with cartoons and comments. In advanced classes, each student can write his or her own letter, or the group can prepare a scrapbook of experiences, with each student responsible for one page.

(26) Testing Listening Skills--A native speaker can conduct the aural comprehension testing that you normally do yourself or with a recording of some kind. She can:

- read a passage to the class and then ask questions to be answered on paper--with yes or no, with a single word, or with a sentence.
- set a group of numbered pictures before the class and make statements about them ("The boy is putting on his shoes"; "She has a red pocketbook"). The students must write down the number of the picture she is referring to.
- read a dialogue or do a simple role play after which the students will be questioned about content.
- ask a question or make a statement to which each student must respond in writing.

- read words or sentences to the class for dictation.

- give students a set of oral directions to follow: "If all the windows in the room are open, put an X on your paper; if not, put a Y. Write the letter of the alphabet that follows 'g'. Draw a picture of a house with five windows, with a two-car garage, etc."

(27) Testing Oral Skills--Testing the oral skills of your students individually is sometimes difficult to do because of the amount of class time it requires and because it can be hard to keep the rest of the class occupied in something worthwhile while you work with one person. With a foreign student available to help, the task becomes simpler. If you are confident she can be left alone to teach your group, you will be able to meet students individually--in a nearby room, or in the corridor outside your room. (Although you feel you can conduct these evaluations in the back of your classroom while the daily lesson continues up front, it really is easier for the student being tested if you two remove yourselves from everyone else.) The other possibility, of course, is to use the exchange student as an evaluator. In this case:

- she needs to understand at what level of language the students are working.

- she should visit the class a number of times before testing the students, so that she will have a better grasp of structure and vocabulary that it will be safe to use.

- you should tell her specifically what to listen for. In a test of pronunciation, are you interested in the student's handling of certain sounds, intonation, or the rapidity with which he or she reads? In a question/answer type evaluation, is your concern pronunciation, use of good structure, recall of recently learned vocabulary, or simply willingness to speak?

- you should work out with her a grading or scoring device so that she can check off her judgments quickly. The two of you might arrange a dittoed checklist with a column down the left side of the paper listing the various oral language elements. Across the top, you would have a set of comments which describe the quality of the elements: very good, good, needs much work, not present at all, etc. Preparing the forms in advance with the students' names will make the whole testing process a little smoother. It would be especially effective if the foreign student could discuss the checklist with each of the students and with you after the testing.

(28) Body Language--Body language often tends to be left out of textbooks. The exchange student will unconsciously present some gestures while she is working with your classes. Ask her to give a formal lesson to the class, first finding out from them what they have already learned from watching her, and then showing them ways other than verbal that a person from her country delivers her message. Stay in the room for this one--sometimes things get a little physical, sometimes a little hysterical. The exchange student might need you to keep the lid on; the teacher in the next room will certainly welcome your quieting influence.

(29) Talking About English as a Foreign or Second Language--A most interesting classroom conversation will result from a presentation by the foreign student of her problems in learning English and what was particularly difficult about the pronunciation and structures of our language. It will do your students good to find out that they are not the only ones who have ever suffered through a list of vocabulary items, and that Spanish does not have a monopoly on irregular verbs. A few of your students will be shocked when they finally understand that English is a foreign or second language to the majority of people in the world.

(30) Working with Other Language Classes--Don't forget (and don't let your colleagues forget) that there are many ways in which the visitor can be used in language classrooms other than yours. In a French class or a Russian class, for instance, students will have the opportunity to know more about some other place in the world, as a result of an English language presentation by a visitor from the Dominican Republic. If you feel adventurous, suggest that the student give the presentation to these classes in Spanish, with two of your advanced classes doing simultaneous translation into English. If a culture lesson is the goal, the presentation and a question period complete the activity. As an expanded lesson, the French or Russian classes can discuss and write about the information they have recently received, now using the language they are studying. The important thing is that we recognize our shared mission as language teachers, one that is also expressed by President Ronald Reagan in his comments on the President's International Youth Exchange Initiative: to help students elevate their ideals, deepen their tolerance, and sharpen their appetites for knowledge about the rest of the world--and not only the part of the world where a particular language is spoken.

After you have tried some of the above activities with your classes, you might make some notes on these experiences for the future:

- Which were most successful?

- Which activities did not work well? Have you any idea why?

Describe other ways you discovered of involving an exchange student in classes.

In what ways might these ideas be useful to you even without an exchange student?

Suggestions for Complete Units

The next group of activities is wider in scope, and you may want to build entire units around them; you can also adapt parts of them to fit your own program. For most of these activities, we suggest follow-up ideas, which you can use as reinforcement or for evaluation.

(1) Currency of the Country--Most high school students find foreign money fascinating; perhaps because the U.S. is so big and so few students have traveled abroad, foreign currency has the appeal of novelty. Your visitor can add first-person vividness to a lesson on currency.

Questions about other countries' money often spring naturally from dialogues or stories that involve buying something, or from pictures that show prices. Invariably, beginning students seem to interpret prices in dollars, even if they see "francs" after the number. Not having any other standard for money, they think "francs" is just another French word that really means "dollars." They're shocked that a sweater might cost hundreds; their shock is a perfect opening for a lesson on the value of the franc, the peso, etc. Students can see the fluid relationships among currencies more easily if you explain that the value of, say, the peso, can change in its relationship to the dollar from day to day. A foreign currency table from a large daily newspaper can help them see those changes.

Activities

- The visitor can simply pass around coins and bills from her country, explaining their relative value. She can explain why a unit of money is named what it is; she can point out any historical figures or landmarks pictured on the currency, and explain the significance of the person or place. For beginning students, these explanations can be in English--you can translate if the visitor's English is weak. Be sure that you or she writes the names on the chalkboard as she mentions them, to reinforce what the students are hearing. To see whether students learned what they heard, you can simply hold up a coin or bill and ask the class to identify it. You can ask advanced students to write down more detailed information.

- Students can reinforce their counting skills by thinking in terms of money. Working with the visitor, you can write down some items and their prices: a book, 32 Deutschmarks; a record, 27 Deutschmarks; and so on. Then in a small group, each student can choose an item, naming it and its price. In a more advanced class students can "make change"; the exchange student can say, for example, "I have 50 marks," and the student can count, "32, 33, 34, 35, 40, 50."

- For a more complex activity along these lines, see "The Department Store" in the section called "Simulations."

- The visitor can help students improve their listening skills by preparing a narrative of her daily activities and how much money she spends during the day. Students can try to pick out the amounts they hear and write them down. The student might say, "When I go to school I take the bus. It costs 80 centimes because I am a student. At the morning break I have a roll and a cup of tea at school; the roll costs 4½ francs and the tea costs 5 francs." The narrative's complexity can vary according to the students' levels of proficiency.

- The visitor (or you) can go through the narrative again, stopping at each point; advanced students might be able to recreate the narrative themselves. Ask the students to say how much each item costs. If they weren't able to catch many of the amounts accurately, write the cost of each item on the board as you come to it, and ask the class or individuals to pronounce the amount. Encourage them to get into the habit of using the name of the unit of money, if that is appropriate. "Fourteen francs," rather than just "fourteen."

- A written follow-up for advanced classes: Ask them to write out what the visitor told them, or to write about their own daily routine, translating their own daily expenses into the foreign currency.

(2) **Time Expressions**--The preceding activity can be varied to reinforce expressions of time. Instead of saying how much an item costs, the visitor can recount her daily routine, telling when she does each activity or how long she spends doing it. The follow-up activities would emphasize the vocabulary of time.

(3) **Classroom Vocabulary**--An effective way to help students (particularly beginners) remember the many language items that confront them every day is to print the items on large strips of paper and attach them in some manner to chalkboard, bulletin board, walls, closet doors, etc. Be sure to talk with the head custodian first--it is possible that you could cause a serious emotional upset in either the janitor or the principal just by applying a tiny piece of masking tape to a painted cinderblock wall.

Activities

- Listen carefully for the words and phrases your visiting student uses regularly when she is in front of the class (commands, courtesy words and expressions, idioms, exclamations). You, she or members of the class can commit these to poster paper later.

- Ask the visitor, perhaps once a week, to put up on the wall a proverb or the name of a famous person/place/thing with a one-sentence explanation. These should be gone over orally with your class, with further explanation if necessary.

- Two other groups of expressions which would make colorful wall displays and an interesting lesson are similes (red as a beet, dry as a bone, sick as a dog) and the very colorful, traditional expressions (it's raining cats and dogs, I could eat a horse). Your exchange student will present each item in the target language with an explanation of how it is used. Then, take the time to have your students present some similar expressions in English for the benefit of the foreign student.

- Using the visitor to provide the vocabulary, the students can make labels for the items in your classroom (desk, chair, light, doorknob). With the permission of the faculty, one of your classes could be helped to make labels for all of the doors in the building: chemistry, library, general office, boys' room, gymnasium.

- If you are considering a celebration of National Foreign Language Week, or a town-wide "Welcome to Our Exchange Student" week, signs in the windows of stores (bank, pharmacy, shoestore) in the target language create interest and are instructive.

Follow-up

- From time to time, ask your students for a written recall of the words and expressions that were displayed the previous week.

- For a quick warm-up drill at the beginning of class, point to the words/expressions on the walls and ask your students to use them to create sentences, questions or commands.

- Have your exchange student test the class for recall (orally or in writing) of the proverbs or idioms by:
  - giving cue words
  - saying the expression in a jumbled fashion
  - telling a quick story which illustrates a proverb
  - using a proverb or expression that is synonymous

(4) Music--Using songs in the language classroom serves a number of purposes, and does not require a professional musician. In addition to providing practice in oral skills and new vocabulary for the learner, there are also cultural aspects: when and why the song is sung (birthday, holiday), a connection with the history of the country, the kind of music young people are enjoying at that moment in the exchange student's homeland.

If you are very lucky, you will have an exchange student who has no inhibitions about singing in public. (Be absolutely sure she is comfortable working with your classes in this way.) Otherwise, you need a good recording, with or without vocals, and a little bit of courage if you are a monotone. You can't expect the exchange student or your other students to become involved if you're not a part of the sing-along. You will be pleased to find out in your next session how many of your students have learned the song. It may even show up as a production number in the annual high school variety show.

Activities

- Depending on the level of the classes, the exchange student can do English or target-language presentations about the music of her country, the state of popular music at the moment, American groups that she knows about, traditional songs (and maybe dances), and children's songs and the games that accompany them.

- For one particular piece of music, your exchange student might:
    - introduce it (its name, what it's about, why she likes it)
    - give the words as a dictation
    - do a listen/repeat exercise with the class for pronunciation
    - spot new vocabulary words and explain them
    - play the song once through while students read the words
    - sing the song with words in front of the students
    - have students sing without words in front of them; the visitor can call out cues

- Prepare a closure (cloze) drill for the foreign student to use with the class in presenting a song ("Ya se ______ los ______"). Students will listen to the song and fill in the missing words. The exchange student will then help the class make corrections.

- Using a fairly simple song, have the students try to take down the entire song by listening to it being sung several times. The exchange student will then go over it orally and on the chalkboard.

Follow-up

- Test for recall by having the class as a group sing the song from time to time. A more formal recall would require them to write the words to the verse, the chorus, or the entire song.

- Your exchange student can lead the class in discussion of the music of her country, helping them to formulate questions, if necessary. This could be followed up with her questions to the class about American music and musicians.

- Advanced classes might write a selection (individually or as a group) about the material that has been discussed, with the exchange student providing special vocabulary.

- If your class and its new instructor have enjoyed learning songs, consider having them visit other language classes with a five- or ten-minute presentation.

- Ask that the audio-visual genius in your class record the solo presentations of the exchange student and/or the class singing. When the exchange is ended you will then have materials to work from in teaching music to future groups.

(5) Slides or Pictures--If your guest brought slides from home, she will probably be eager to share them. Your classes will find them both interesting and educational. Slides allow your students to get to know your visitor quickly; they give her a chance to talk about herself and where she comes from (and doing so may help alleviate homesickness for her); and they help you introduce or reinforce vocabulary. Furthermore, slides usually show a lot of cultural details. Even when their main subject is your visitor's family, students may also notice the way cars are parked in front of the house or how furniture is arranged inside.

It's always more effective to show only a few slides at a time, so help your visitor organize a presentation around a theme: "My Family," "My School," "My Town," or "What I Do Each Day." Encourage her to choose ten or fifteen slides to illustrate the theme; she can set the others aside for later presentations. You can also help her decide what to say (see "Activities" below).

A Note: The slides should all be distinct from one another. Sometimes slide-shows include several shots of the same thing. If your visitor wants to use two or more shots of the same subject, they should illustrate particular cultural details. Three similar shots of a cathedral are redundant, but students could learn a lot from one shot of the cathedral's whole exterior, one closeup of the sculpture on a portal and one shot of a stained-glass window.

Activities

- Beginning classes will enjoy the slides if the visitor simply names whatever is shown: "This is my house." "This is my grandmother."

- Intermediate classes can take in more complex information. They may want to ask questions in English; you can help them put their questions into the target language.

- Advanced classes can benefit if the visitor simply names the subject of the slide; you can count on their curiosity to suggest questions. If the visitor says, "This is my mother," someone is bound to say, "Who's that other woman?" or "Is that your house behind her?"

Follow-up

- Show the slides a second time. For beginning classes, simply point and ask, "Who is this?" "What is this?" To encourage everyone to participate, ask the students not to call out the answer, but to think it out. Then, at a signal, they can turn to their neighbors and share their answers. Then you can call on individuals to check and reinforce their learning.

- Somewhat more advanced classes will seek more challenge. Ask, "Which lady is Juan's mother?" or "What does Rolf do in this building?"

- At any level, true-false questions work well to test comprehension. They can be easily adapted to the level of proficiency of the class. No matter what the level, the questions should be easy enough so that the students not only answer, "Yes" or "No," but also repeat the sentence if it's accurate, or correct it if it's inaccurate.

- Your class can practice specific structures and vocabulary while looking at the slides. Some possibilities:

  Colors: "Is the car blue?"

  Prepositions: "Is the bus in front of the cafe?"
  "Where is Henri's brother?"

  Numbers: "How many people are at the table?"
  "What is the number of the bus?"

  Using Negatives: "Is Klaus's mother wearing a green dress?"

- Students can follow up their spoken responses to any of the above questions with written responses. Or you can make a statement based on a slide and the students can provide the question (aloud or in writing):

  Answer: "Carlos's father is wearing a brown suit."

  Questions: "Who is wearing a brown suit?"
  "What is Carlos's father wearing?"
  "What color is Carlos's father's suit?"

- Advanced students can further reinforce their writing skills by re-creating the script for the slides, or writing their own.
- Ordinary photographs can be used for most of these activities; if the photos are small, the visitor should work with only a few students at a time, so they can see the photos clearly.

(6) Using the Phone--At first, students are terrified by the idea of using the telephone because they can't see the other party, and because they feel pressure to answer quickly: They hear the line humming, they've already said, "What?" and--worst of all--the stranger on the other end can't see their polite, apologetic smile. On the other hand, when they're ready for it, students welcome the challenge of using the phone, and your visitor can add realism to the activity; the more realistic the conversation, the greater the students' sense of accomplishment.

Activities

- Before they actually use a phone, students should practice--and know--the customary greetings and courteous expressions in the target language: "Hold on please," "May I take a message?", "She will call you back." Your visitor can help you prepare a list of these expressions. Students should use only material they are familiar with for the first call; they can practice with each other. Since lack of eye contact is an important element in using the telephone, have them turn their backs to each other.
- As students gain proficiency and confidence, the tasks they're asked to do should become more difficult. Working with your visitor, prepare a set of calls for the students to make. Write each task on an index card. Some suggestions:

  Museum: Ask what the exhibition is and what hours it's open.

  Hairdresser: Make an appointment.

  Train Station: Ask what time the morning train leaves for Madrid.

  Theater: Ask the price of a ticket; reserve two places.

  Hardware Store: Ask the price of a flashlight.

  Restaurant: Reserve a table for your family.

  Movie Theater: Ask what's playing and when the show starts.

  Doctor: Make an appointment.
- For each of the above calls, the native speaker can pose new challenges to the students: asking them to spell their name when they make a reservation, saying there is no morning train and they would have to leave the night before or wait until afternoon. Such complications make the exercise more real and therefore more satisfying.

(7) Games--Along with the many game activities you use regularly to practice language with your class, think of some commercially produced games that the exchange student could use in small groups. The conversation that accompanies the playing will involve such items as exclamations, numbers, directional words, commands, and money vocabulary (use francs or lira rather than dollars). If your visitor was able to bring the cards that you suggested in your first letter to her, she will be able to teach the students some of the traditional card games of her country in addition to games using the cards we normally use. Another possibility is that your students teach her some games ("Go Fish" never seems to go out of style). In the event that the budget can handle it, there are other language versions of Scrabble, Monopoly, and Bingo. Remember that getting the rules straight for new games takes time. Unless the class is advanced, you may want to explain the rules in English.

Activities

- Put your exchange student in another room with a small group from your class and one of the games or a deck of cards. They will take over at that point with no further instruction from you. Either your visitor will explain the rules, or the students will explain the rules, or they will work them out together. In any event, a real conversation with a real purpose is going on--with a lot of repetition and practice.

- Ask your exchange student to give the directions orally for a simple card game. The class, broken into small groups, each with its own deck of cards, will try to follow the instructions for playing the game. The exchange student will then circulate: commenting, conversing, answering questions, and providing vocabulary words and structures. Be clear that the goal of the activity is understanding the rules rather than playing the game.

Follow-up

- With the exchange student at his elbow, one of your students might teach the class (or a group within the class) a new game, or might simply explain to the class a game that he has learned. It would not be difficult to invent a written assignment along these lines, having the students write in the command forms, or use new vocabulary items they have heard.

- Individuals or small groups of students can be assigned to invent a game that must involve the target language and its country in some way:

- using a map of the country
- using a diagram of some city streets (especially if your exchange student brought a city map with her)
- moving you successfully (or unsuccessfully) through the French Revolution
- playing Bingo with a special vocabulary: foods, sports, numbers
- designing a deck of cards with a special vocabulary: articles of clothing, careers
- computer games (adventure games with directions in the target language, or drills and exercises).

A Note: Should you find yourself caught up in the card-playing craze, ask your exchange student to use the cards to tell fortunes; no special knowledge needed--just creativity and a sense of humor. Eventually, students can do the fortune telling, orally or in writing. (Nice way to sneak in the future tense.) Be sure, by the way, that your department head, the principal and especially your students understand the purpose behind the use of the playing cards; otherwise some administrators and parents could misinterpret your learning activities as a little Las Vegas.

(8) Food--No subject will interest your class more! Most of the activities listed below will lend themselves to a ten-minute presentation by your exchange student in the elementary class or a full-week treatment in more advanced classes. While you are enjoying the work of your visitor-teacher and the reactions of the class, be aware of comments, questions, or exclamations from your students that seem to say: "That isn't the way we do it in the good old USA; therefore it has got to be strange, dumb, silly, or cute." Your visitor from abroad probably will ignore such comments and go on with the lesson. You make a note, please, and get back to it later with the group.

Activities

- Recipes--The exchange student presents some of the traditional dishes of her country, when they are served, how they are eaten, and then reviews the recipes with the class, each student working with a printed copy. Students can be helped with pronunciation, food vocabulary, command forms, names of utensils used in the kitchen. It will be necessary to review the metric system so that students can have some idea of the relative amounts of the ingredients in the recipe. If the class will be using the recipes to cook from, then the students will have to have a very clear understanding of metric terms.

- After your exchange student has introduced and discussed several recipes, and now has moved on to work with another class, you may want to help your students list the new vocabulary items and practice them with the grammatical structures or tenses on which you are currently working:

    - food words (the commonly mentioned meats, staples, spices)
    - kitchen vocabulary (spoon, cup, mixer, refrigerator)
    - new verbs (cook, boil, fry, take out, serve)

- Eating Customs--As an aural comprehension practice, the foreign student can discuss with the class such things as the hours of meals; general categories of food served with each of the meals of the day; how the meals are served; differences she has observed between eating customs of her country and those of the United States.

- Table Conversation--Students and the exchange student can practice together:

    - expressions of courtesy (please pass me, may I have some more, excuse me, no thank you)

    - descriptive adjectives (it's delicious, it's not too hot, it's plenty)

    - nouns (tablecloth, napkin, salt and pepper)

    - expressions of likes and dislikes (I prefer, I'm allergic to, I don't like)

- Role Play--A Meal with the Family. With your exchange student as Mama or Papa, several of your students can practice the various new vocabularies in a life-like situation. Unless the class has done a lot of work with role plays in the past, it would be better not to put the group on display. See if you can find a quiet spot, away from your classroom. A table and some chairs make it a little more realistic.

- Role Play--A Meal in a Restaurant. Some preparation will be necessary for this one. You will have to make some copies of the menu that your visitor has brought with her; or you will have to ask her to write a simple menu that you can copy, or you will have to ask your students in advance, as a class exercise, to make handwritten copies of a menu the exchange student has prepared. This will take you away from the textbook for ten minutes and may appear to be busy work; however, it is a good reinforcement of the food vocabulary and makes the students practice spelling. Also, before you send your class to the restaurant, a quick review of money terms is in order.

- Role Play--For more advanced classes, give each student a slip of paper with some special instructions (you are a vegetarian; you are especially enjoying the strudel and would like to have the recipe; you feel the waiter has totaled your bill incorrectly). Do not tell the other members of the role play group what might occur at the table--the element of surprise will tax their language skills to a greater degree.

- Role Play--Tape it. Either you or the exchange student can review it later for problems in pronunciation, vocabulary items and structures that need to be gone over, or a grammar item that students completely ignore. Make sure students know they are being taped and also let them hear the tape afterward. You might ask them to look for mistakes, or to jot down exactly what it was they were trying to say and couldn't articulate. It's fun to play these tapes for the entire class, but be sure the "actors" agree in advance to the public playback.

- A useful vocabulary, of interest to today's teenagers (and possibly not in your textbook), is one that deals with dieting: calories, to get fat, to lose weight, vitamins. Your foreign student can be the dictionary for your class in the introduction of key words and phrases, after which she can engage the class in conversation, a question/answer exercise, or maybe even a debate (all dieting is dangerous; dieting is silly).

Follow-up

Note: As a reinforcing activity, you might ask each student to undertake a foods project such as those suggested below. Allow class time for the planning and ask the exchange student to be available to help with ideas, information, and vocabulary.

- Prepare a dish at home; describe to the class the details of the recipe; serve (with appropriate target-language courtesy expressions and descriptive words).

- Make a large poster of food words, or utensils, or traditional dishes, or verbs used in cooking, along with a drawing to illustrate each item.

- Design a larger-than-life menu.

- Design a poster advertising a restaurant and its specialties.

- Write in the target language a recipe which is a favorite in your home; a compilation of these would be a nice gift for your foreign student to take home with her.

- Write a composition: American eating habits, comparison between foods of the visitor's country and those of this country, dieting--good or bad, the health food craze, how climate affects our food choices.

- Present a restaurant skit (there's a fly in my soup; I left my wallet at home) either live or on tape, or for television viewing.

- Ask the exchange student to prepare some questions or comments regarding our foods or our eating habits; prepare responses either orally or in writing.

- Set up, with your classmates, a language table in the cafeteria and limit your table conversation for a period of time to the target language. Try to get the foreign student to be present as often as possible.
- As a TV chef, give a performance for the class.
- Prepare a game for the class: read parts of recipes to them and ask them to guess the name of the recipe.
- Draw a diagram of a table setting with appropriate labels.
- Prepare a radio advertisement for a foreign restaurant.
- Prepare a television advertisement (including catchy jingle) for a food item.

(9) Using a Map--In every language textbook you will find a map of the country or countries where the language is spoken, and you have probably used this map as the basis for a number of different learning activities and conversations. These same exercises will be more interesting to your students when led by someone who has first-hand knowledge of the places on the map and can associate names of towns and cities with her own personal experiences (this is where I was born; my family spends our summer holiday near this town; here is how I traveled from my home to the airport 90 kilometers to the north). Such a discussion will become even more alive if the exchange student is able to work from a road map that she has brought with her.

Activities

- As an aural comprehension lesson, your exchange student might talk to the class in general about major cities and their importance, geography, places of historical interest, vacation spots, weather differences. With your assistance, she could prepare exercises to reinforce various skills such as pronunciation, spelling and note-taking.
- Working with a road map, the exchange student can teach students to talk in kilometers and kilometers per hour instead of miles and miles per hour. Students in our country do not usually know how to convert miles into kilometers; many cannot even picture what a forty-kilometer distance is. Having practiced the conversion mathematically, your class and its instructor could do an exercise in computing the number of kilometers between two points on the map. It's valuable to encourage students to make estimates before they do any computation.

- A map exercise is an effective way to teach and to reinforce compass directions and idiomatic expressions such as northeast, in the center, towards the south, east of Brussels, to the right of. Students can make up sentences comparing the locations of two places on the map.

- The directional words (go straight ahead, turn left, follow the signs) can be introduced along with practice in command forms. For additional practice, students might be instructed to transform positive commands into the negative. In advanced classes, the exchange student could add further vocabulary items (traffic light, stop sign, intersection), as well as providing instruction on international road signs.

Follow-up

- Either as an oral or written review, the exchange student can provide the class with instructions for a mystery ride (leave LeHavre, travel southeast for thirty-seven kilometers, turn right onto route...), or ask students to suggest a travel plan: What is the best way for me to get from Barcelona to Cádiz?

- Students can plan a short excursion and develop a travel brochure to include information about a particular region of the country, travel instructions, and a map showing the number of kilometers between the various towns. Have the foreign student work with the students in the preparation of materials and also check the finished products for accuracy. Save them to use as a learning activity for other classes in the future.

- Each student is given an outline map of the exchange student's country and is asked to place particular rivers, cities, and provinces on it.

- Transform your classroom into a travel bureau for a period, with student groups presenting dialogues they have written regarding their plans for a vacation or business trip. Ask students to solve a travel problem through a role play in which the exchange student is the travel agent.

- Have each of your students prepare a travel plan for the foreign student in order that she might visit various parts of the U.S. on an imaginary holiday trip.

(10) Writing Letters--When students are able to write a letter to a real person, there is an element of motivation, interest, or excitement that doesn't always happen with the "What I did on my summer vacation" composition. In any event, it is a practical use of the target language and a reminder to the student that French, Spanish and German are languages in which people communicate all day every day, and not just a compilation of words to hold onto until the next unit test.

Activities

- Using the material from your textbook and information supplied by the exchange student, show students the parts of a friendly letter, idiomatic expressions used in letter-writing, the way to address an envelope.

- Ask your exchange student to write a personal letter to the class, make copies and use it as a reading assignment on a day when your exchange student is in another class.

- Each of your students will now write a letter to the exchange student. Since these are real letters, maybe even a little personal, it should be made clear that you will not read them. Do ask the exchange student, however, to read them and to jot down some personal comment on each one along with her corrections or suggestions for improvement.

- Assuming the exchange student was able to bring some names and addresses with her of friends who would serve as pen pals, the students may now begin composing letters to them. As an aural comprehension practice, the pen pals can be described briefly to the class by the foreign student. The more real they are, the more interesting the letter-writing will be. If the students have problems thinking of what to say to a stranger, give them a list of questions or topics to write about. If each pen pal is to receive letters from seven or eight students, it should be made clear from the beginning that he or she cannot possibly respond to each one individually. There are, by the way, a number of reputable pen pal organizations from which you can secure names and addresses. Contact the foreign-language division of your State Department of Education or any one of the national foreign-language associations for suggestions.

- With the permission of the exchange student, your class may wish to compose a letter to her family. It is a nice gesture to write to a guest-student's family after she has been here a few weeks, just to let them know she is alive, well, being treated kindly, eating properly, and charming everyone within miles. If you do plan to write to the family of your guest, include short paragraphs from your students, or complete letters from them, with anecdotes about their daughter, descriptions of her work in the classroom, and even a photograph of her with some of her new friends.

(11) Simulations--When students have practiced vocabulary and structures associated with some aspect of daily life, an effective final step in their learning is to set up a simulation--an extended role play in which they deal with many choices and with fluent speakers of the language who offer (and ask for) information at a rapid pace. It's important to organize the simulation after the students have mastered the basic expressions they will need, so that they can concentrate on real communication.

It's difficult for you, working alone, to set up a simulation, because you must be a language resource for so many students at once. If there are especially fluent students in the class, you can call on them to help; even if there are none, you and your visitor working together can set up a realistic physical and linguistic situation.

Setting the stage and providing props stimulate the students' imaginations and help them lose their self-consciousness. Therefore, each simulation description below includes suggestions for minimal props and stage settings; these can be as elaborate as you and your students want to make them. Use your students to help you set up the simulations; why should you cut out 30 "passports," when 30 students can each make one in a fraction of the time you would need?

Because simulations are such open situations, they often make students very nervous, and sometimes the students deal with their feelings by being funny--by playing the loud, obnoxious American, or by pretending to be dealing drugs, or by threatening to hijack the plane. If you can deal with this behavior without stepping out of your role, fine. Otherwise, they aren't being fair to the other students and so you'll have to insist, gently but firmly, that everybody play the game by the same rules. If one or two students can't handle it, they'll have to sit out, or even leave the room with another assignment. Usually discipline is not a problem; if a simulation gets off to a good start, peer pressure will keep everybody in line. Most students want to do well, so they'll listen carefully to their classmates. Insist that they do, so that everyone can concentrate.

In no particular order, here are some simulations that have worked for us; you'll probably come up with others.

Customs

This is a good exercise to help even beginning students practice very basic information like "Where do you live?", "What is your name?" and "Where are you going?"

- Show students a U.S. passport, and then have them make their own by cutting up green or blue construction paper and folding it into a passport-size folder. Some students like to draw caricatures of passport photos on the inside. Let them, as long as they don't take too long; the more involved they are in the exercise, the better.

- Set the scene: Arrange some chairs in rows with an aisle in the middle, like a train or bus. Have students sit in the chairs; tell them to imagine where their (imaginary) luggage is.
- You and the visitor will be the customs officers. Work your way down the rows, asking the students for their passports and for any other relevant information. Vary the order of the questions, and throw in an unexpected question now and then--but only to a student who can handle it; a tough question would embarrass a weaker student by forcing him or her out of the role.
- Alternative: Arrange desks to serve as two counters, and tell students they're arriving on a plane. Ask them to decide whether they are couples, business colleagues, family groups or traveling alone. Have them line up and file by the counters, and ask for their passports, etc.

The Bank

If students travel, they will need to change money, so they usually find the process challenging and interesting.

- As usual, make sure students know the vocabulary they'll need. You can hand out a sheet with a sample dialogue on it and have them practice it:

  "I'd like to change some American dollars."
  "In traveler's checks or cash?"
  "Traveler's checks."
  "How many dollars do you wish to change?"
  "Fifty."
  "Your passport, please. Please sign the check.... Thank you. Please go to the cashier."

- Set the scene: Prepare a chart like the board in foreign banks showing the value of various currencies against the franc or the peso or whatever. Ditto off enough "traveler's checks" in various denominations to distribute two or three to each student. The facsimiles need not be elaborate. Have the students sign each check--once-- and explain that they must not countersign any check until they cash it.
- Finally, arrange a part of the classroom to look like a bank: Set up a counter and (if it is appropriate for the country you are studying) a cashier's booth. You and your visitor will be the bank employees. Treat each student with the cool politeness with which bank employees everywhere treat customers. Just hearing the cashier count out the exact number of francs they are receiving makes this exercise worthwhile for students. It may help the bank employees to have a calculator on hand.

The Post Office

This simulation works very much like The Bank.

- Working with your exchange student, you can set up a post office for the tasks your students will find most useful.
- Have students bring in a postcard or a letter or a package to mail.
- If you can find a postage scale that measures in grams, this simulation will help your students visualize metric weights.

The Department Store

In order to feel comfortable in this simulation, students need to be familiar with sizes in the new language. Before the simulation, provide a chart to let them know their size.

- Set the scene: Have students bring in lots of pictures of items of clothing, toiletries, pieces of jewelry, etc. Help the students price each new item in the new currency, and arrange the items around the classrooms in "departments."
- You and your visitor (and perhaps other students) will be the store's salespeople, helping students choose the right size, complimenting them on their choices, taking their money and making change.

The Cafe/Restaurant

This simulation is appropriate for beginning students as well as more advanced ones. It is also adaptable because you can set it up with a few simple props or with very elaborate ones.

- Set the scene: Have students help you ditto off simple menus, or have one or two students make up a huge poster with a menu on it. An illustration in a book can give them ideas for a format to use, items to offer, and typical prices. The visitor can also be a valuable resource, explaining specialties of her country.
- As you and your visitor play the roles of waiter or waitress, offer culturally authentic choices to the diners: What kind of wine? What kind of sauce? Light or dark beer? All students like the chance to express their preferences, and "either-or" questions are a particularly comfortable way for them to do so.

The Travel Agency/Train Station/Airport

Arranging tickets for public transportation allows students to practice expressions of time, prices, and maybe even distances. A travel agency can also involve the vocabulary of a hotel.

- Setting the scene for this simulation can be as simple as arranging a few desks to form a counter and supplying all the information from your own imagination, or you can provide brochures and schedules as a basis for the simulation.

- Once again, offering choices to students will engage their imaginations: Do you want first or second class? One-way or round-trip tickets? Do you want to arrive in the evening or in the morning?

After you have tried some of the above units with your classes, you may wish to note:

- Which were most successful?

- Which activities did not work well? Have you any idea why?

What other ideas do you have for involving an exchange student in long-term projects with a class?

Do you have any ideas for other activities you haven't tried yet?

Chart Linking Activities and Language Skills

This chart is intended as a quick reference to help you choose activities that will reinforce particular language skills. Each activity in Chapter III is listed with checks to indicate the skills it obviously reinforces. However, the chart is not intended to limit you. You may well discover ways to adapt any of the activities to include all of the language skills.

SHORT-TERM ACTIVITIES	Listen	Speak	Read	Write	Culture
1. Autobiographical Information	x	x		x	x
2. Answering Questions	x	x		x	x
3. Presentations on a Specific Topic	x	x	x		x
4. Family	x	x			x
5. Building Tours	x	x			
6. Asking Directions	x	x			
7. Idioms and Slang	x	x			
8. Doing Drills	x	x			
9. Working with Verb Tenses	x	x			
10. The Conditional, the Subjunctive	x	x			x
11. Working with Individual Students	x	x	x	x	
12. Working with Individualized Reading			x		
13. Reading Aloud to the Class	x				
14. Taping Drills	x				
15. Dialogues	x	x			
16. Aural Comprehension	x				
17. Aural Comprehension: Specific Topics	x		x	x	x
18. Setting up an Incident	x	x		x	

SHORT-TERM ACTIVITIES (continued)	Listen	Speak	Read	Write	Culture
19. Interviewing a Famous Person	x	x		x	
20. Role Play	x	x			x
21. Shopping Expedition	x	x			
22. Class Projects	x	x	x	x	x
23. Writing				x	
24. Writing: Applications			x	x	x
25. Writing: Letters				x	
26. Testing Listening Skills	x			x	
27. Testing Oral Skills	x	x			
28. Body Language					x
29. Talking about English as a Foreign or Second Language					x
30. Working with other Language Classes					x
SUGGESTIONS FOR COMPLETE UNITS					
1. The Currency of the Country	x	x		x	x
2. Time Expressions	x	x		x	x
3. Classroom Vocabulary	x	x	x	x	x
4. Music	x	x		x	x
5. Slides or Pictures	x	x		x	x
6. Using the Phone	x	x			x
7. Games	x	x		x	
8. Food	x	x	x	x	x
9. Using a Map	x	x	x	x	x
10. Writing Letters	x		x	x	
11. Simulations	x	x			x

Chart Linking Activities to the Process Approach

The Process Approach framework focuses on the language acquisition process, identifying prominent stages of learning, and therefore teaching. The stages of acquisition are: (1) exposure to the TL, (2) practice, (3) sorting rules, consciously or otherwise, (4) transposing material to new contexts and incorporating with previously learned material, (5) sociolinguistic and (6) cultural exploration. For the teacher, this may represent a corresponding teaching sequence which is reflected in the chart below. (See "Focus on Process" by Fantini, pp. 47-54 and 79-94 in Beyond Experience listed in the Bibliography). Each of the Chapter III activities can be categorized, then, in terms of which aspects of language learning they best address.

SHORT-TERM ACTIVITIES	(1) Presentation	(2) Practice	(3) Explanation	(4) Transposition to Communication	(5) Sociolinguistic Exploration	(6) Cultural Exploration
1. Autobiographical Information	x	x		x		x
2. Answering Questions				x	x	x
3. Presentations on a Specific Topic				x	x	x
4. Family		x	x	x	x	x
5. Building Tours		x		x		
6. Asking Directions		x		x		
7. Idioms and Slang	x	x	x		x	
8. Doing Drills		x				
9. Working with Verb Tenses		x				
10. The Conditional, the Subjunctive		x		x	x	x
11. Working with Individual Students		x	x			

SHORT-TERM ACTIVITIES (continued)	(1) Presentation	(2) Practice	(3) Explanation	(4) Transposition to Communication	(5) Sociolinguistic Exploration	(6) Cultural Exploration
12. Working with Individualized Reading		x	x			
13. Reading Aloud to the Class		x				
14. Taping Drills		x				
15. Dialogues	x	x				
16. Aural Comprehension	x	x				
17. Aural Comprehension: Specific Topics	x	x	x		x	x
18. Setting up an Incident	x	x	x			
19. Interviewing a Famous Person		x				
20. Role Play		x		x	x	x
21. Shopping Expedition	x	x	x	x		
22. Class Projects		x		x	x	x
23. Writing		x	x	x	x	
24. Writing: Applications	x	x	x	x	x	x
25. Writing: Letters		x		x		
26. Testing Listening Skills	x	x				
27. Testing Oral Skills		x		x	x	
28. Body Language	x		x		x	x

SHORT-TERM ACTIVITIES (continued)	(1) Presentation	(2) Practice	(3) Explanation	(4) Transposition to Communication	(5) Sociolinguistic Exploration	(6) Cultural Exploration
29. Talking about English as a Foreign Language					x	
30. Working with other Language Classes					x	x
SUGGESTIONS FOR COMPLETE UNITS						
The Currency of the Country	x	x	x	x	x	x
Time Expressions	x	x	x	x	x	x
Classroom Vocabulary	x	x	x		x	x
Music	x	x	x		x	x
Slides or Pictures	x	x	x	x	x	x
Using the Phone	x	x	x	x	x	x
Games		x		x		
Food	x	x	x	x	x	x
Using a Map	x	x	x	x	x	x
Writing Letters	x	x	x	x	x	x
Simulations				x	x	x

4

Involving the Whole School

> "A journey of a thousand miles must begin with a single step." —Lao Tzu

A foreign student is a valuable asset to the entire school. If you believe this, it will be necessary for you to help the faculty understand how it can be so. Neither the chemistry instructor nor the home economics teacher will give much thought to your visitor being an educational resource in their classrooms. Nor will it occur to other teachers that they might know something or have something which could be useful to the foreign student. Like you, your co-workers are departmentalized and don't always see beyond the pages of their textbooks. They must be helped to think of this visitor as an all-school resource; and even more important, they must realize how they are creating an atmosphere that will make her feel welcome and useful.

Finding Support Groups in the School

A general faculty meeting is probably the most effective means of announcing your plans for hosting an exchange student, definitely more effective than the dittoed letter (which often is on its way to the wastebasket by the end of paragraph one!). And now is the time to create the "we" atmosphere ("There are so many ways we can..."; "...will be a really exciting experience for all of us"; "...of benefit to all of our students"). Describe the student briefly; make her a human being. Be sure to pronounce her name several times so that no one will be afraid of it. Mention, in general terms, some of the ways you can see your colleagues becoming involved. Invite their ideas and suggestions. And, finally, promise them more information about the visitor and about ways in which teachers and their classes can be personally involved. Keep it short--your listeners have already done five hours of teaching today. Be sure your own enthusiasm comes through--if you see it as just one more thing to do, you have just spread an infection which is probably incurable.

This same message must also go to the student body, represented in most schools by a student council. The student government in your school may be an extremely effective group that will begin at this stage to become a strong support for you. Unfortunately, some student councils lack leadership, energy or creativity, and are carefully ignored by students and faculty alike. In any case, it is a courtesy, if nothing more, to present your plans to this group first. Once again, your presentation should be brief and enthusiastic, with a promise to return later with details and specific requests for help.

Your most active support will probably come from the International Club, or Foreign Language Club. Probably you already know these students and their personalities, abilities, special interests, dependability. You also have the advantage of being in daily contact with them--they are either in your German class or in another language class next door. Discussing the upcoming event with your language classes will spread the word, and will probably gather in some new members for your club. Rather than an "oh, by the way" presentation, turn your announcement into a lesson: probably a culture lesson for beginning classes (in English); aural comprehension practice in the target language with more advanced students.

A word of caution: Be careful not to limit student involvement to members of the language club or your language classes. If this is to be truly a school-wide activity, there must be a sincere effort to include, from the beginning, the cheerleaders and Future Farmers of America, for example.

A General Planning Committee

It begins to look, at this point, as if a committee is in order. It is a committee of one or two faculty members, several students representing different segments of the student body, an administrator (handy for cutting red tape), and perhaps a member of the host family. If you have a school newspaper, include someone from that organization. A general appeal for volunteers will provide you with some committee members and a list to draw from later for other assignments. Avoid the trap of leaning on the students and teachers who are active in everything. Remember the quiet kid sitting in the back seat in your homeroom or a colleague who may not think of volunteering, and invite them personally. If they accept, your leadership will be more representative and you will be providing an opportunity for growth for some students that might never occur in their normal school routine.

Dividing the Work

The committee needs first to set specific responsibilities and delegate who is to handle them. A partial list includes: contact with student before her arrival, orientation, liaison with classroom teachers, contact with community, publicity, calendar of activities. If each committee member could accept one of these responsibilities and find his own group of faculty/student helpers, you have succeeded in spreading out the work as much as possible and probably have involved thirty or forty students. You have also begun to make your prospective guest a topic of conversation in the cafeteria and the locker room.

The material on the following pages is directed to one or another of your committee members. It is intended that you will choose only those suggestions that you feel will work for you, or that will work in your particular circumstances. Most important, it is not possible that one person carry out this entire project. If it is to be an educational experience for your students, they need to be involved. If it is intended to provide growth for your colleagues, they need to be involved. And if it is important for you to enjoy the experience without the use of tranquilizers, all of these people definitely need to be involved.

Informing the Public

One of your committee members now takes on the responsibility of preparing a mailing list, a listing of people both in and out of the school who, for any reason, would be interested in the exchange program, or who will probably be asked to help later on. It will include the faculty and administrators, the presidents of school organizations and the captains of athletic teams. Your information should also be going to the superintendent's office with a request that it be distributed to elementary principals and their staffs. (You may find it is more effective to get your message to the elementary schools yourself rather than waiting for the monthly administrators' meeting.) Think also about community groups that could become involved. Don't forget the various news media; it is surprising and gratifying to discover the interest that one short newspaper article elicits--sometimes from people or groups it would never occur to you to contact.

The first letter, introducing the exchange student (and for some recipients introducing exchange programs in general), will directly affect the number and variety of experiences that might come later for your visitor and for the community. If it's clear and enthusiastic, invitations should follow. A single sheet is more likely to be read through to the finish--with information regarding the student: her arrival and departure dates, the reasons for her coming to the United States, a general idea of her daily schedule, the hope that the reader will have the opportunity to spend some time with her, and a contact name and telephone number. Attached for teachers will be an idea sheet--ways that the exchange student might become involved in the classroom. A similar list for outside organizations could be extremely effective, since these groups will be less likely to see any connection between them and an exchange program ("That's nice, but what's it got to do with me!"). If you have been informed well in advance of the name and address of the student, you can secure specifics about her for the preparation of the introductory letter--maybe even a personal message from her to her host community. More likely, you will have some sort of an application form that you will have to turn into a human being! Very often the application will include a "to whom it may concern" letter that is intended to give you a more personal description (and also give you some idea of her fluency in English). Be careful about sharing these original documents with many others.

With all this time put into the preparation of an introductory letter, it would be comforting to know that someone will read it. Take a deep breath and consider this: Divide up the names on your mailing list among the members of the language club (or any other organization); ask each club member to prepare a handwritten letter, copying from your original and using his own signature. Then, when the letters have been checked for errors and readability (yes, that is a lot of extra work, but most necessary as a learning experience and for good public relations), ask the student to hand deliver it. If your entire exchange program were to end at this point for some unhappy reason, you have at least provided for your students one learning experience--a lesson in communications--which is every bit as valuable as the lessons that will come out of the exchange. And you have given them a personal stake in the program.

Another suggestion that might be useful to the person reading the student's dossier and writing the letter: Jot down names of local people or groups that come to mind which are triggered by something you read in the application. For instance, if your information suggests a strong interest in soccer, you will want to add to your mailing list such people as the coach of the high school soccer team, a player on a local semi-pro team, and the instructors of the elementary school and YMCA and YWCA soccer programs.

A final suggestion might be a bulletin board with some basic information about the visitor and her country. Many Americans are woefully ignorant about foreign countries and will be less likely to approach the visitor unless they are armed with some basic knowledge.

The Exchange Student Is Visiting the Whole School

You are probably anticipating the marvelous effect this visitor to your classes will have on your language students--improving their language skills, helping them understand another people and their culture, and strengthening interpersonal skills. I suspect you are thinking mostly of the first mentioned: improving their language skills. Please, don't stop there! I'm sure your new arrival is looking forward to seeing as much as possible and to meeting as many different people as she can. Don't limit her to making connections only with the students in your fourth-period class. For your student body as a whole, here is a walking, talking mini-course: "Intercultural Exploration." Make it possible for the course to be available to as many students as possible. There are several things you (or one of your committee members) will want to do to provide exposure. Based on the student's records, school transcripts, and expressed interests, you will need to work with the student and the guidance department to set up a schedule of classes she wishes to attend on a regular basis. In many cases, you will find that U.S. high school Algebra or Chemistry is far too elementary for her and would be a waste of time. It would be better to look into classroom situations where she will get a maximum of spoken English (Sociology or American Literature, for example) or learn something that is not so available in her own school (U.S. History or Maintenance Mechanics). If it is not too confusing, you might want to consider moving her in and out of classes so she can be involved in a single unit of work (maybe a three-week unit on a particular novel). In any case, do try to leave free large blocks of time where she can be in and out of language classes and also visit other classes in the school (or in the junior high and elementary schools).

This, then, suggests the work of another of your committee members--the keeper of the calendar--someone who can keep track of the exchange student's regular commitments and can fit in short-term visits, presentations, field trips, club meetings, interviews; someone whose schedule is such that he can meet daily with the visitor. It could be a teacher who is free from homeroom duties, possibly a counselor whose schedule is more flexible, or a capable student who can use a daily study period for checking in.

Note other suggestions to help prepare the school for their visitor's arrival.

The Exchange Student as a Resource in Non-Language Classes

As we've already said, you may want to provide for faculty a list of specific suggestions for involving the exchange student in their classes. Some teachers will find your suggestions exactly right for their purposes; others will build, create or revise from the ideas you have given them. Try to impress upon them that a very rigid, blow-by-blow outline for the forty-minute class period is not at all necessary. Very often a few introductory remarks, a leading question now and then, will produce an exciting, informative session. It's important, too, to provide an opportunity for the visitor to ask questions; she needs to satisfy her curiosity, and answering her questions is a learning experience for Americans. Nevertheless, here are a few ideas you could include in your recommendations to the faculty:

- Providing her level of English is equal to the task, ask the exchange student to do a presentation on any aspect of her country (foods, sports, family life, education system, television, movies). It is not necessary that she be an expert; your class is probably interested in no more than her level of knowledge about the subject. Anyway, since she is presenting information about the lifestyle that she has experienced for sixteen years or so to an audience who knows little or nothing about the subject, automatically she is an expert!

- If she is uncomfortable talking in large groups because of her language level, arrange for one part of your class to talk to the student while another group works with you. Halfway through the period, switch groups so that everyone has had a chance to work with the visitor. There are two advantages to this. Very often you would be happy to give up a class period except that it would leave you a day behind in the textbook and you simply cannot afford the time. Using this particular breakdown of the class, you can do your presentation with each half of the class and not lose the whole period. The second advantage is that the exchange student sometimes will feel more comfortable talking with this smaller group, especially since you, the teacher, are not part of the group.

- Talk with your class about information they would like to know about the exchange student and her country; then invite her to answer questions, having given her some advance notice of the topics to be covered. If your teaching style tends toward student-directed classes, you will find this fits well into your class atmosphere.

- Having read the letter regarding the visitor's special skills and interests, you might want her in your room to teach a segment, a day, or a unit of material. If she enjoys cooking as a hobby, have her work with your home economics class in preparing an ethnic dinner. If she has referred to herself as a serious music student, invite her to teach the chorus class some of the traditional songs of her country.

- If you find the foreign student is especially afraid of groups, assign one of your students to interview her about herself, or about some information you wish to have presented to the class. The student can then make an oral presentation with the exchange student present or not. (As a learning experience, it would be tremendously valuable for the visitor to hear what she has struggled to say, now repeated in "normal" English.)

- As the basis for a writing assignment, one or a group of your students might interview the visitor about herself, her home life, a skill she possesses--to be used as the basis for a composition, an essay, a biographical sketch of the visitor, a desriptive passage about her daily life, a short story with a background of her country and its customs, or a set of instructions for an activity she has described or demonstrated.

- Ask the exchange student to present to your creative writing or literature class some of the fables, fairy tales, or poems of her country--which can then be used as a springboard for their writing.

- Perhaps you can make use of the visitor as a tutor for some of your students who need remedial work, or she could help gifted students with special projects.

- Ask the exchange student to show you the pictures, slides, objects, or souvenirs she has brought with her. You might find the slide of a German castle or the Mayan design on a wallet will provide the basis for an art lesson. Students in an English class can be assigned the writing of a paragraph about one of the visitor's photographs. To encourage creative role plays in your drama or public speaking classes, give each student group some object belonging to the exchange student: a French beret, chopsticks or a piece of turrón. The group is to use the object as the theme for a skit. For an unusual reasoning exercise--either oral or written--show your class the "molinillo" that your Mexican exchange student has brought with her, and ask them to explain how they think it is used.

A Few Considerations

For those teachers who have made definite plans to work with the exchange student, and for those who will be teaching her in their classes, there are a couple of considerations you would like them to think about:

- First, of course, for many such students there will be a language problem, either in understanding you at your normal conversational speed, or in making themselves understood. You will have to be constantly aware of this: speak more slowly than usual, read your visitor's facial reactions, check the notes she takes from time to time, arrange for a student buddy, or encourage quick after-class conferences. Often a confused listener will smile and nod affirmatively rather than indicate her lack of understanding. Sometimes a tactful question or remark from you will help you to know whether your message was totally clear. Written language can be a tremendous crutch for the struggling listener. She'll appreciate notes prepared for her before a lecture, notes given to her after a class, or notes on the chalkboard during the lecture.

- Teaching style and relationships between teachers and students generally are quite different here from those in Europe and the rest of the Americas. Both you and your exchange student need to be aware of this, in order (possibly) to save a moment of shock or embarrassment somewhere along the line. Teacher-student relationships elsewhere are much more formal; classes are apt to be larger with less individual attention; students treat teachers and learning with greater respect; students probably are grouped more carefully according to abilities and educational goals.

- Humor doesn't necessarily transfer well from one language to another. You may find your humor totally lost on your exchange student; and after explaining what you thought was side-splitting, you still may not get a response. It's good to know this in advance, especially if you tend to use humor as a teaching technique.

- Take time to prepare your class for the coming visitor. In general, they should know where her country is on the map, and where she lives within the country, certainly her name (pronounce it!) and what she is doing here. The social studies class may want to expand the explanation into a geography/history lesson (products, climate, heroes, historical events). English classes could spend some time reading about her country; if possible, find a short story or essay about the country which will give your students some insight into her people, customs and traditions. Use that instead of the usual unit in your literature book. It would be a good idea to tell the prospective visitor/speaker what materials your students are using to learn about her.

Something both you and your students will have to watch out for is using our culture as the yardstick to measure all others. We tend to encourage the foreign visitor to tell us about the "funny" way they celebrate birthdays in her country, or about "unusual" eating hours. You will hear comments like these from your students:

> "How awful that they should have little kids that age drinking wine already."
>
> "How can they possibly eat that crap?"
>
> "Firecrackers at a funeral; that's weird."

Your students need to realize that everyone in the world does not see things through the eyes of a North American sixteen-year-old. You will find, for instance, that a British student's understanding of the American Revolution will be quite far removed from the version you have just read in Chapter Three of your history textbook. The time may come when your visitor reaches the point of exasperation with your students because she sees them as knowing nothing about the rest of the world and caring even less.

Plan to discuss this issue with your group or with individual students as the need arises. Please don't give a lecture, but rather discuss with your class: how to be a good listener; defending one's point of view; positive and negative reactions; the courtesy which a visitor deserves. Allow your class time the day after a presentation by the exchange student to explore any questions or to see if there are any leftover strong emotions from the visit.

A role play can help students explore this idea of their culture being the measuring device for all others. An interesting exercise at this point will have your students looking at our culture through the eyes of someone from another country and inventing statements such as: "Don't you Americans ever sit down at the table together and talk to each other?" or "Maple syrup, poured on snow--is that sanitary?"

Horace Miner's "Body Ritual Among the Nacirema" (American Anthropologist, Vol. 58, 1956, pp. 503-507), a tongue-in-cheek essay looking at American culture from the outside, can supplement a discussion. A number of other exercises you might like to consider using also appear in the publication Beyond Experience (see Bibliography). One that could be especially effective is the Martian Exercise (pp. 121-124).

Introducing the Exchange Student to the Faculty

One of the best ways to encourage your teachers to become actively involved with your exchange program is to provide a short program at a faculty meeting where your new arrival can meet your colleagues and talk to them a little about herself and her background. You will find your co-workers extremely interested in (but not particularly knowledgeable about) the school system in her country, hours of class, teachers' duties, the homework issue, and students' attitudes. The results of such a fifteen-minute conversation may be greater than the results of all the printed messages and reminders that have gone before. Refreshments add to the program, especially refreshments with the flavor of the guest's country. Leave some copies of the recipes on the refreshment table. Making the refreshments is another chance to provide some group in the school with a practical learning experience; it could be a cooking lesson for the advanced German class or for the home economics foods class.

Helping the Exchange Student Pursue Personal Goals

Inviting a person from another country to be a part of your school community for a semester or year is a two-sided affair. She must be shared with your entire student body, as we have discussed above, and she must also be provided with opportunities to carry out her own goals--probably improving her language skills, learning about our country, studying the American school system and/or family life, and being on her own. The kind of formal program you set up for her, with the aid of the guidance department, will be instrumental in helping her to achieve these goals. In addition, putting her into other school situations for short periods, where she is basically a listener and a watcher, gives her the chance to hear still more English speakers, possibly a totally different vocabulary, and most of all, people--people with whom she might otherwise not come in contact.

That member of your general committee responsible for making connections between the exchange student and faculty members (other than the language teachers) might start with the following suggestions for providing informal educational experiences. Probably he will have to collar your colleagues and point out to them how and why an hour spent in their classroom could be valuable to the foreign student.

- If the student wants to hear as much English as possible (especially in the first few weeks), ask teachers to invite her into their rooms on a regular or a short-term basis, just to listen. Look for classes where there is a lot of oral give and take. Ask your colleagues to keep you informed of days when they will be having a lecture, a guest speaker, a film, a television presentation, a role play, a dramatization, or a debate. A student from the class could take the responsibility for issuing an invitation and also explaining briefly to the guest what will be happening in the class. Remind the teacher that the guest is just a listener and should not be involved actively in the class unless she wishes to be. It goes without saying that the visitor should be introduced to the class, with some explanation as to why she is there.

- It is a good idea to have one member of the class serve as a buddy during the period--making sure the visitor understands instructions, answering questions, checking to see that she is looking at the right page in the text.

- Include the foreign student in field trips. This will give her a chance to hear the less formal, conversational English she may not be hearing in the classroom, as well as to watch American teenagers in action. The subject matter of the field trip need not be of major importance to her, so long as she understands what her personal goals are in accompanying the group. Teachers, other than language teachers, need to be aware that they can help in this way. It will not occur to the auto-mechanics instructor to include a student from outside the class on a trip to the local auto body shop. The office-practice teacher would probably be happy to include her in the plans for a class visit to the data processing center, and has extra seats on the bus, but won't think to invite her. If your committee or one of its members can keep abreast of upcoming field trips (ask the principal's secretary to notify you--generally applications for field trips are routed through the principal's office), you can provide some unique experiences for your visitor.

In conclusion, we hope that you will find some of the ideas on the preceding pages useful as you begin to integrate an exchange student into the school as a whole. Keep in mind always that foreign students do not fit into a mold any more than any other group of people. We have known a sixteen-year-old from Chile who was frightened to stand in front of a Spanish class, and we hosted a high-school graduate from Israel who wanted six months of fun before going into the Air Force of his country. There is no one formula that worked successfully to encourage their involvement in educational activities, and there is no formula or idea in this manual that will produce the same results for you each time it is used. The important thing to remember is that it does not really matter that you, your students and your visitor are speaking to each other in broken English or in unintelligible French or in C-minus Spanish.

What does matter is that you speak the language of mutual respect--everything else is superfluous.

List additional suggestions for having other teachers work with the visiting student.

Have colleagues or students working with your visitor made any comments or suggestions worth noting?

5

Identifying and Using Community Resources

> "Applying is also learning, and the more important kind of learning at that."—Mao Tse-Tung

Why Use the Community?

It seems to be a never-ending struggle to remind our students that, although they are learning French, Spanish, German, or another language from a high school textbook, that same tongue is a living language used by millions of people every minute of every day to talk to each other. Though we sometimes tend to forget it in the classroom, language study is also the study of the people who speak the language.

It is not always easy to get these ideas across through the pages of a grammar book. And often in our teaching we consciously or unconsciously say to our students: "The important thing is that we finish the future perfect tense so we can have the unit test before Thanksgiving." We must find ways to make the Spanish future perfect tense, and the people who use it, come alive for our students. It is for this reason that so much of our time and energy are well invested in student exchange programs, high school travel programs and Foreign Language Week observation. Unfortunately, the chances of having an exchange student in all of our classes every year are slim; our exciting study-abroad project hits a very small percentage of our advanced students; and the creative energy that goes into a language week is pretty well exhausted by the end of that week. We need to discover, then, some of the people living nearby, some of the things in our immediate area, that can breathe life into the language and culture we are teaching.

Using community resources can provide enrichment in the acquisition of the target language and culture in many ways; it provides:

- an opportunity to use real language in real situations
- an opportunity to explore language and culture as interrelated aspects of communication (in all dimensions--linguistic and behavioral)
- an opportunity to observe language in its cultural and situational contexts
- a chance to help students gain confidence as independent learners
- a chance for students to learn how to learn, especially in an out-of-the-classroom situation
- an opportunity to learn from people other than the teacher, in situations other than the classroom, and on topics other than those dictated by the course syllabus

  and a way to increase their awareness of the intercultural dimensions of their community and the international ties between their community and the rest of the world; i.e., to gain a sense of themselves as global citizens.

The purpose of this chapter, then, is to suggest connections you can make between the subject matter you are teaching and the world outside your classroom. Every community is different; hence, the possible resources in each community will be different. We hope our ideas will encourage you to look into your own community for resources you may never have thought of using.

People in the Community as Resources

The most obvious community resource is often people, but there are often many others too. Your first reaction to that statement may be: "There are no representatives of any foreign culture in my area." Perhaps that's true, but go through this chapter anyway to see if there's someone or something you hadn't thought about before. People resources have been grouped into three categories: (A) people who are actually from the other culture or still strongly tied to it, (B) people from our own culture who have in one way or another become involved with a different one, and (C) high school students (maybe some of your own) who have traveled abroad or are planning to travel abroad. Separately we will then consider specific activities which can also be carried out in many communities.

Once you have identified people or groups in the community who could be resources in your language program, think about the many ways in which they can provide information or skills for your students and be a true enrichment to your program. In some instances, your purpose will be to have them offer information during an interview or a class presentation that will help students see a native speaker of German as a real person. In other cases, the reason for having your students work with them is to provide a new voice speaking German. Often, both purposes can be served at once.

Our intention in the following sections is to provide starter suggestions for involving the three categories of people in your language program and for considering a variety of activities which are bound to cause excitement. You will notice that they deal for the most part with the often neglected cultural aspects. If you are fortunate enough to have community people who will be willing and able to work with you on more than one occasion as aides in the teaching of language, we suggest you review "The Exchange Student in the Language Classroom" (Chapter III) for more ideas.

Many of the ideas, you will find, are a combination of categories. A student sent.out to interview a family that has just moved into town from Argentina may return with a host of pictures to share with the class, a suggestion that the family come to school for a day, and an invitation from the family to the language class to come to their home for "una taza de chocolate." Some suggestions will involve both language and culture; others may be limited to one or the other. Remember, even an interview or a presentation by a visitor carried out completely in English can easily become a language lesson: You can teach new vocabulary based on the experience and then the class can talk or write about it in the target language.

Category A: People Centered in Another Culture--Here are some possibilities of such persons who may be living in your community:

- A foreign family that has moved into your area. Often such families are sponsored by churches or local organizations. Watch the newspaper for information. Also, put out the word among faculty and students that you would like to be informed of new arrivals in town who come from other countries.
- A local family that is only one generation removed from another country and still has strong family ties to that culture. Once again, you will have to depend upon those around you to give you names. Keep reminding your students and your colleagues of your interest.
- Refugees who have recently come to your community. Within the past few years refugees from Indochina, Africa, Eastern Europe, Haiti, Cuba, Central America, etc. have been sponsored by various church and civic groups throughout the U.S. Find out about these families through your state's Refugee Coordinator or through local church or civic groups.
- Migrant laborers coming to local farms to harvest major crops will often spend four or five weeks in your community. Check with your employment office to find out who is coming and where they're from. Since migrant workers are in the community under special conditions, you should discuss any project with their employer.
- Foreign students attending area universities. Contact the foreign student advisor or admissions department for names. An "International House" in a larger city can also be a source.
- Tourists from other countries visiting in your area. Perhaps the Chamber of Commerce can help, or any "Centers for International Visitors."
- Officials of foreign governments and representatives of overseas business firms who are on assignment in your area.
- Faculty members of nearby colleges and universities. This might include visiting professors and lecturers here for a few weeks or a year and also immigrants now employed by the school.

Category B: Americans with Ties to Another Culture--Ways of using Americans with ties to another culture to enhance students' classroom learning experiences are not very different from those for Category A. Now, however, your students and you will have to appreciate the fact that information is second hand and more likely to be colored with misunderstanding or prejudice. There will be many more generalizations--and generalizations often are inaccurate. Keep this in mind as you seek:

- Retired people from the armed services, government workers and business people who at one time had an overseas assignment.
- Peace Corps returnees. You may discover a fellow faculty member falls into this category.
- U.S. citizens returning from a vacation in another country.
- Business people from local firms whose jobs involve contact with their foreign counterparts and/or foreign travel.
- Missionaries and their families. Sometimes these people will be assigned to a local church while they are on furlough in the States. In some instances, they will be passing through on a speaking tour.
- Faculty from nearby universities. Don't limit yourself to contact with the language department. You will find educators at this level often spend a sabbatical leave teaching or studying in another country.
- U.S. university students who have returned from a semester abroad program, and others who were educated abroad.

The businessmen, tourists, and other returning Americans who work with your class will help to remind your students that the language they are studying is also the study of the people who speak the language.

Category C: The High School Traveler--The practice of arranging travel-study programs specifically for high school students has expanded enormously in the last few years. Some programs are one- to three-week school year programs, some take place during a longer period in the summer, and there are a few that are semester or year-long programs. Many of them continue to be the hotel/bus tour experience; the better ones provide the opportunity for students to live in homes, become members of a family, and fit into the life of the community. No matter which type of program is popular in your school or area, the students who are participants are also valuable resources for you. They are available at almost any time during the school day and will offer a fresh, enthusiastic, teenage view of whatever aspect of culture you are studying. The kinds of realia that they have to lend you for use in teaching wil be interesting to other teenagers. Best of all, you will know for weeks in advance about their travel plans. We assume that you will be able to set them up with activities and projects before the trip that will fit perfectly into your plans for classroom activities at a later date. Even if you can't prepare the students, you can adapt some of the following activities:

- Give each one of the travelers a list that you and/or your students have prepared of items that would be interesting to see and talk about in class: coins, tickets, receipts, a TV guide, comics, etc. The list is endless; the only limitation is that the items must be free and not heavy or bulky. The prepared list is important for several reasons: first, the student can refer to it from time to time while in the foreign country and there is less chance of forgetting some of the things to look for; second, the student can share the list with the new family who will then take it as a personal challenge to supply all of the items and more. (For suggestions on ways to use some of this material in class, see Chapter III and "Newspapers and Periodicals" later in this chapter.)

- Find out if anyone in the travel group is planning to carry along a tape recorder. If so, ask each of your students to carry a blank tape that you will supply for the purpose of copying segments of radio programs, especially music, advertisements and news broadcasts. Your classes may also prepare, in advance of the trip, interview questions about things they would like to have explored. Students in the foreign country can then find people who will be willing to answer the questions on tape. It would be interesting, for instance, to have the travelers conduct a series of interviews with people about their jobs, or you may devise a set of questions concerning their attitudes towards disarmament or the salaries of professional athletes, or the value of a college education.

- Each student in your language classes could write down one question to be answered or one idiomatic expression to be learned. The list of questions and expressions could be divided up among the group making the trip. For instance, "Did the French people see the picture Star Wars, and was it popular?" Or, "What does an Italian say when he or she wants to show pain (How do you say 'Ouch!' in Italian)?"

- Ask the travelers to be especially observant of body language and to make notes about gestures and their meanings. An artistic student could make drawings with accompanying explanations.

- Assign each person going on the trip the task of learning how to do something that is important in the foreign culture: how to make "flan," how to play jai-alai, how to play a card game or a traditional children's game, or how to make a telephone call in France. Encourage them to write down carefully every step of the process while it is still fresh in their minds and while they have the native speakers available to help with vocabulary and structures.

- Ask each of the students in your class to write down one or a number of ideas he or she has about the foreign country, its people, and its customs. Make a list of all these generalizations for the group of travelers to take with them, asking them to be especially observant about the things mentioned. On their return, they can talk with the class about misunderstandings and misconceptions that are evident in the students' list.

- For the benefit of individuals or groups who will be visiting the same country in the future, ask the present group (maybe once during their stay in the country and once again upon their return) to indicate what information and what kinds of physical, mental and emotional preparation were most useful or would have been useful in the orientation they received. It would be interesting for the returning student(s) to do this as a classroom presentation even for those of the language class who have no idea of traveling.

People Invited into the Classroom

Considering the time and red tape involved in setting up a field trip (to be discussed later), arranging for resource people to visit your school is, without a doubt, much easier on the nerves. One advantage of this arrangement is that you can reach lots of students in a short period of time. Among the parents of your students you will find Peace Corps veterans, business people, government officials who travel, and vacationers who have much to offer your students in a half-hour spent with them in the classroom.

If your school has not done it yet, someone from the faculty should begin a speaker's bureau file listing men and women who possess a skill or knowledge and are willing to share it. A sample card in this file would include: name, address, telephone number, areas of interest, available times to speak, equipment needed, and comments made by teachers or students who have heard a presentation by the person. Keep on file also information about people who are willing to lend you items to show your classes (and to use in oral and/or writing practices), but who don't want to come to the school in person.

The resource person in your class should be free to talk about whatever he or she is comfortable discussing that you feel would be of interest to your group. Depending upon the special knowledge or skill of your guest, it is possible to have a presentation on:

- the guest's job
- commercial ties between the two countries
- the character of the country's people
- how the country's people see the U.S. government
- some customs of the country such as a Japanese tea ceremony or the breaking of a pinata

Guests are often most comfortable talking about themselves and their work (how the Peace Corps works, a three-week tour through the French wine country, the problems of exporting heavy machinery). Some interesting discussion will ensue if eventually your class can introduce such questions as:

- After you began meeting Russian people personally, what ideas that you previously had about them had to be changed?
- What surprised you (pleased you, annoyed you) about the Belgians?
- What would you do differently if you were returning to Brazil tomorrow?
- What special things did you suggest we do to prepare physically and emotionally for a homestay in Austria?

Slides, pictures and articles the students can look at and handle will add immeasurably to the experience. Always allow time for student questions and always have a few ready yourself, just in case there is a period of dead silence.

Students Going into the Community

If you are able to identify a number of people in the area who would be willing to have your students meet with them for an hour or so in their homes or at their jobs to answer questions or just to talk about themselves, you can plan an assignment to take advantage of the opportunity. Think through with your students the mechanics of the activity:

- arranging for the interview (time, place, length of interview)
- handling the interview (preparing questions, tape-recording the session or taking notes)
- making use of the materials (to whom to present it, how to present it)
- following up with the interviewee (a thank-you letter, or a copy of any written materials you have prepared based on the interview)

In addition to the usual questions about family, home life, foods and customs, encourage your students to explore other areas in their questioning that they feel the class would enjoy hearing about (popular music groups, major sports heroes, dating and marriage customs, or television personalities). You might also want to prepare a class list of words or expressions in English that each interviewer will ask his resource to translate. It will be interesting to compare these later to see how each South American country or German-speaking region has its own language patterns.

Class Field Trips

Although organized field trips require extra time in the planning and added responsibility for the teacher, there is value in getting students out of their usual learning environment. You will have to decide if the field trip is worth the time you spend making arrangements and the time students may lose from other classes. Some of the activities, however, will probably be more successful if arranged for evening or weekend hours. You may find that many other community resources cited in the section which follows may also be turned into interesting class trips in addition to the ideas below:

(1) **Family Celebrations**--Resource families might be willing to have some of your students join them for a special celebration (a birthday party, for instance, or a Mexican "posada"). Or, if you feel this would be too much of an intrusion on the family, consider asking the resource to work with a group of your students in planning a celebration for the class. Once again, be sure you and the resource both know who's paying and who will do the work.

(2) **Foreign Student Associations**--Try to arrange a visit by your class to the foreign student association of a university, maybe when some of the members of that group are celebrating a national holiday. It would be especially nice if your group could then reciprocate with an invitation to some special event at the high school: the annual play or the basketball playoffs.

(3) **Senior Citizens Groups**--Send your students in small groups to visit senior citizens whose early lives were spent in another country. Such people enjoy talking about their childhood and sharing traditions, superstitions, proverbs and folk medicine.

(4) **Museums**--If possible, try to visit the museum first by yourself. Some schools will allow you to use a professional day for this purpose--it won't hurt to ask. If you plan to take the group to an art museum, ask fine arts instructors from your own faculty to help you plan what to see and how to see it.

Contact the museum also. They need to know you are coming with a large number of people. They may have materials to send you in advance that will be helpful, and sometimes they will supply guides flexible enough to adjust their tour to help meet your specific objectives.

Ask the school librarian to prepare a reading list for you: books and articles about the museum, about the painters, and about the historical period in which the costumes or artifacts were produced.

Finally, think about exactly what it is you would like your group to see and to learn. All of this will be helpful in the preparation of a worksheet for the students to use during and after the trip.

(5) Restaurants--Ethnic restaurants will provide you with a most enjoyable evening of learning. The food will be authentic, or reasonably so. The atmosphere will help your students feel more comfortable about speaking in the target language. And there will be no dishes to do afterward. The catch is the high cost to you and to your students. Talk to the manager of the restaurant about the possibility of preparing a special dinner for your group at a reduced price.

Once again, half the value of the experience is in the before and after. If there is a planned menu, as suggested above, go over it with your class, discussing the various items, the ingredients, the traditions that may be a part of certain dishes. If students will be choosing from the standard menu, review all of the offerings, not only so that the group learns about the dishes, but also so that students will have sufficient knowledge to avoid ordering something that will be totally disappointing to them. Give your students some hint of the things you will be discussing with them the day after the dinner:

- names of dishes
- ingredients
- adjectives that describe the food, the restaurant, the people at other tables
- verbs in the past tense (I ate, I liked, I ordered)
- prices
- comparison of nouns and adjectives (The lobster,cost more than the chicken; the "mole" was the spiciest of all; the "apfelkuchen" was not as rich as the other desserts)

Ask the chef, sometime before the day of the dinner, if it would be possible to spend a few minutes with your group while they are in the restaurant, not only to discuss recipes and food preparation but also to talk about the chef's background and knowledge of the country you are studying. Incidentally, please make your students aware of the practice of complimenting the chef on the meal or some part of it. This probably will be a new experience for them, but it is a necessary courtesy.

Also, don't hesitate to invite parents or other faculty members to join you for dinner. They may be happy to have an excuse to eat out and to learn about and experiment with new foods.

Even if you aren't fortunate enough to have an ethnic restaurant within traveling distance, there is still the possibility that one of your local eating establishments would be able to prepare a special meal for your group, featuring some of the specialties of a particular culture.

(6) Cultural Performances--Companies of performers may be on tour in your area: a play, a dance group, a mime or puppeteers. Some groups may even be willing to give a presentation at your school--for a fee; check on their terms.

Preparation is, again, the key to a valuable educational experience. You may not want to insist on the students' filling out a worksheet at the same time they are engrossed in a performance, but you could give them some reading to do in advance of the show: the history of flamenco dancing, the lyrics of some German folk songs they will be hearing, or a synopsis of _En attendant Godot_. You could also have a discussion beforehand about things they should look for during the presentation, and give them a sheet of questions to which they can jot down answers following the performance. For instance:

- What colors or musical instruments predominate?
- List the main characters; describe their costumes.
- What are some of the main themes you picked up from the lyrics?
- What emotions did you feel after hearing the second song, or watching the wedding dance or Harpagon's monologue?

In a discussion that follows sometime after the performance, students can refer to their notes to remind them of what they saw, and you can help them use their information to arrive at some more general observations or conclusions:

- What have we learned about the role of women in France before the 20th century?
- Does the color or style of clothing tell you anything about the climate or the people of Mexico?

- Based on their folk songs, what would you say are three major concerns of Italian people?

One other thought: See if you can arrange for your students to meet and talk with some of the performers. If you know in advance that this will be possible, your group can decide on some interesting questions to ask.

(7) International Fairs and Bazaars--An exciting adventure may be to attend an international fair or bazaar. Sometimes these are sponsored by organizations, sometimes by ethnic groups in a particular area of the community. These provide an excellent opportunity for either a class trip or for encouraging individual students to participate individually in the festivities.

Community bulletin boards, church groups, and newspapers often provide information about such events, which may be to commemorate a religious holiday or historical event, or simply a way of bringing the ethnic community together for sharing their music, food and heritage with others. Whatever the case, these provide exciting possibilities for learning about aspects of the target language and culture.

Most teachers who have had the experience of taking a student group to a museum or to a dance performance recognize the cultural enrichment it provides. For those of you who have, this section may serve as a reminder of how worthwhile such an endeavor is. If you have never conducted a cultural field trip, we hope to encourage you to try it. The educational benefits to your students far outweigh the extra time it takes to prepare for a trip.

A good idea is to get yourself on everybody's mailing list so that you will be aware of every possible cultural offering in the area. It won't take long for you, a few of your students or the school secretary to send out some requests to be included on mailing lists. Once again, keep a file of names and addresses--and be sure to renew your request annually. You can begin your list with any of the following:

- universities (try addressing the letter to the Director of Student Activities)

- professional dance and theater companies (your colleagues may have some leads for you)
- the state foreign language office and those of neighboring states
- the cultural attachés of embassies
- the director of ETV in your state and in nearby states
- the international clubs and foreign language departments of schools in the vicinity

Include students in the decision-making and planning. True, it is often easier and faster to do it yourself, but you are in the business of helping students develop skills, and a major part of any field trip--maybe even more important than the language development or cultural enrichment--is the building of individual and group responsibility. Also, while your main concern is finding offerings that will in some way expand your language program, remember to share announcements you receive with the general student body and with the faculty.

Only a part of the total experience takes place outside the school. In other words, you need to work with your students before they ever board the bus, providing materials and/or discussion regarding the people or things they will see. They should always have some sort of worksheet or questionnaire to guide their observations during the field trip; and it is essential that you also offer them some help after their return--a follow up questionnaire or discussion--to help them focus on what they have experienced.

Here is an abbreviated example of a field trip worksheet for a group of intermediate and advanced students of French on a trip to the Boston Museum of Fine Arts. The students had studied some French history, particularly the French Revolution, and had read excerpts from La Chanson de Roland.

WORKSHEET

GALLERY 28:

Look at the paneling on the walls:

How are the designs made?

What symbols do you see in the designs?

Which of 3 Sevres pieces (tureen, blue vase, white-and-gold vase) do you prefer?

Why?

Which king is represented by a porcelain portrait?

Look carefully at the sundial; on the back there is a dedication:

To whom was it dedicated?

By whom?

What date appears on it?

What Revolutionary motto is visible?

Can you find some symbols of the Revolution?

Name 3 months painted on the sundial.

Look at the paintings on the walls:

Note the French painters you most enjoy.

Read the French titles of each painting and note any words you do not understand.

In French, jot down some of your reactions to three of the paintings which most caught your attention.

Other Community Resources

The resources in your area may be very few in number, or they may be unlimited, depending on the community. Here are some fairly standard resources to get you started in your search:

- movies, radio and television
- newspapers and periodicals
- other printed materials
- businesses in the community
- educational institutions
- international dinners
- stamps and coins
- cemeteries and gravestones

(1) Movies, Radio and Television- Watch the newspapers for foreign films coming to local theaters. If it occurs to you that you would like to take an entire class to the theater on school time, you will find that theater managers are often willing to arrange a private showing. You will probably have to gather a large enough audience so that it will be financially worthwhile to the theater owner; contact the language departments of some other schools in the area.

In any event, see the film first yourself before considering it for any school-sponsored activity. Sometimes you will find parents objecting on moral or religious grounds to the contents of a film; you might decide, for whatever reason, that it isn't worth the possible parent-school board furor. It is always a good idea to ask that parents sign some sort of a release form (many schools require it) indicating that they are fully aware of the title of the film, the name of the theater, the mode of transportation, the cost, etc.

Assuming that the parent release forms indicate that the whole class will be able to attend the movie, class time can be devoted to talking about the plot and the characters, and students can be instructed to watch for particular scenes or speeches or backgrounds. A class session after the showing might be devoted to a discussion of these same items, or of a re-creation in class of some of the most important scenes, or of the vocabulary that will be necessary for the students to write a précis or dialogue.

Language departments may have a film collection or films can be rented fairly inexpensively from educational film companies or other rental agencies. Useful films for language classes can include documentaries, travelogues, or general cross-cultural adjustment films. They can be in English or in the target language. If you choose to show a film, a few preparations will help make it an exciting educational experience:

- Preview the film. Decide what your purpose will be for showing it. If the film is in the target language, jot down any essential words to review/teach before the students see the film. Also begin to think about what questions could be used after the film is shown, including both factual and subjective questions.
- Allow enough class time not only to see the film but also to have a discussion about it. Introduce the film by explaining its purpose and presenting any key target language words. Do not summarize the film or give its meaning, as this takes away from the viewer's sense of discovery.
- After viewing the film, lead a discussion. If the film is in the target language, begin the discussion with general informational questions. For example, if the film is about a French family, you might ask in French: Where does the family live? How many children are in the family? What is the father's job? Encourage students to ask each other similar questions and to ask the meaning or pronunciation of new words in the target language. You can follow up such a discussion with a written homework assignment about the film.
- Then shift to questions in the students' native language (unless the class is very advanced in the target language). Move away from the informational questions to ones that give students a chance to share their impressions and feelings e.g., how does this family differ from yours? Would you like to be a teenager in this family? Encourage students to share ideas with each other rather than only addressing them to you, the teacher.
- Additional ideas for using films in the classroom can be found in "Suggestions for Improving Film Discussions" by Howard Shapiro (Beyond Experience, pp. 75-77).

Television is another source of enrichment for the language student. If you are limited to local channels, there may be little to offer that will expose American students to other languages; you will occasionally find a program of cultural information. For the student of English as a second language, television watching could almost become a nightly assignment. Since you will not have had the chance to see a program before your students do, the kinds of preparation you will do for their critical listening will have to be more general in nature. You might ask students to:

- write five sentences about what you saw during the program
- describe a character
- list all of the characters; write a sentence about each one
- list ten nouns you heard, ten verbs, ten adjectives, etc.
- listen for uses of the imperfect tense; the subjunctive
- be prepared to re-enact a short scene from the production

One of the advantages of using television as a classroom resource is that, within legal limits, you may be able to have someone from the audio-visual department or the electronics club, or one of your students, tape for you a program you suspect will be particularly useful, so that you can have your class view it at a later date. In the case of educational TV, you should be able to obtain information from your principal or directly from the State Department of Education regarding all of the programs that are available to you, at least through the coming semester.

What has been said about using television in the classroom is also applicable to the use of radio. Radio does not provide you with the crutch of seeing an action that will aid comprehension. On the other hand, equipment for copying from radio is cheaper and foreign language programs are probably easier to pick up. Have students listen particularly to news broadcasts and advertisements. In these cases, they will already know basically what the speakers are talking about, which will make the listening a little easier.

Radio, television and motion pictures all are effective resources through which to practice language skills or gain impressions of another culture. The more planning and follow-up that accompanies them, the more effective will be the learning that takes place. Using these media has another advantage that may occur to your students even before it hits you: They all provide excellent models for students to use in creating their own plays and productions. Your school probably has a stage for play production as well as equipment for recording students' accomplishments for later listening and viewing. With these aids, your students can come very close to the real thing: a one-act play, a radio program or a television show. They can recreate what they have seen and heard, or they can revise it to some extent, or they can create on their own. They will be using all four language skills. They will be combining the vocabulary and structures you have taught them in new ways, and in ways most useful to them. Best of all, because this production might eventually go before an audience, they will welcome your corrections of writing and pronunciation errors.

In addition to the learning that accompanied the project, your students have the opportunity to evaluate their speaking ability at least in comparison to that of the rest of the class. And you have performances which can be put to use as listening practice for other classes and also as programs for various school events: an open house, a parents' weekend, an international dinner, awards night ceremonies, a drama festival.

(2) **Newspapers and Periodicals** For the ESL student, English language newspapers abound and can be used in the classroom for daily reading assignments. Almost from the beginning of language study, the student can look at photographs and their captions for the purpose of learning vocabulary and language structures. Headlines, too, provide the material for effective reading and vocabulary lessons. What was pointed out earlier regarding the use of radio news broadcasts is also true here; the material may already be familiar and the readers (or listeners) can get much further on their own.

The French or Spanish teacher may not have as many sources of current reading materials right in the community. There are a number of distributors of magazines from other countries who will take your order by mail. A local bookstore can help you make contact with such an organization, or will perhaps order the materials for you. Ask your school librarian also to include several subscriptions useful to language students in next year's budget. Make it known to the community that you are happy to accept old copies of certain magazines: those with articles about travel and the cultures of other countries, and those that usually are loaded with colorful pictures you can use in your teaching.

The activities suggested here are just a few of the many that make use of newspapers or magazines in the target language. Use them as group activities, if it is possible for you to reproduce the materials in quantity; or put the original material and an instruction sheet into a file folder, to be used as an individualized assignment. Their utility is limited only by your imagination.

- Cut out short newspaper articles; paste them on a sheet of paper and number them. On another sheet, paste the headlines that accompanied the articles and letter them. The student will match each headline with its article.
- Use the same articles in a different way. Ask students themselves to prepare a headline to accompany each one. If you wish, you may prepare an "answer sheet" that students can use to compare their headline with the one that originally accompanied the article.
- Use the same procedures to prepare a folder with pictures and captions which have been separated from them.
- Select three or four of the black-and-white cartoon strips which appear in your newspaper; cut them out, also cutting each strip into the four or five individual boxes. Now, paste all of the individual boxes from the cartoon strips on one sheet of paper in a scrambled order. Number each box. Students will decide which boxes belong together and in what order they must have appeared originally.
- Cut out a four-box cartoon from the newspaper. Cut out or block out (typewriter correction liquid works well) a part of the conversation that appears in the balloons. Students will write down what words they think were in the original cartoon. Or you can leave three frames intact and ask students to fill in the final one. Include an "answer sheet" to which they can refer to see if they had the right idea (not necessarily the same wording). You can use this same technique with a single-box cartoon, asking students to make up a humorous caption.
- Crossword puzzles are difficult but some students enjoy working at them. Perhaps you could fill in some of the more difficult words for the students, or add some additional clues. Prepare a completed copy of the puzzle for students to compare their answers with when they are finished.
- Using the advertisements for clothing, foods, movies, prepare a series of questions that require students to do some reading and "hunting" for answers. For instance: To which of the movies will it be okay to take my children? Which of the blouses in the ad is pure silk? From the advertisement, make a list of words which describe containers: a _______ of milk, a _______ of soda, a _______ of cookies, a _______ of toothpaste.
- Using copies of an advertisement which has been reproduced and distributed to the students, ask questions orally to encourage conversation and eventually have the students invent questions to ask

each other. Such an exercise can be set up at almost any level of difficulty. Beginning classes can be asked only to say the names of the items, or to tell the price or the colors available. More advanced classes will be able to talk about their own likes and dislikes of the foods, clothing colors or horror movies that are mentioned in the ads.

- Use the classified ads to have students:
  - make vocabulary lists: jobs, command forms of verbs
  - answer questions: What is the most expensive car? Which job offerings require no experience?
  - make a (simulated) phone call to respond to an ad
  - write a letter applying for an advertised position
  - conduct a job interview based on an ad
- Provide students with copies of the radio and television listings from the newspaper. Prepare questions or activities to be done orally or in writing. Keep in mind that students are often creative in designing such materials; assign them the job of writing a series of questions. Some examples to start with:
  - At what time and on what channel can I see Superman?
  - List five children's programs.
  - Which station specializes in Western music?
  - Compare this listing with one from your own country (number of offerings, kinds of programs that predominate).
- Collect and reproduce forms from periodicals that invite the reader to request more information, apply for a refund, or order merchandise. Beginning students can simply fill them out and thereby become familiar with printed instructions in the target language: name, address, sex, home phone, shoe size, etc. More advanced students might be asked to fill out the application, attaching a cover letter with questions or special instructions; or they might be given an assignment to create an application blank of their own, possibly for class use.

With all this experience in reading the various parts of a newspaper, your students may now be interested in producing one of their own. Find some leaders in the class who will handle all the details: deadlines, typing, distribution. Your only responsibility then will be to help students write and rewrite. If you prefer not to make this a classroom activity, there are some other options:

- A regular staff member can work on the project as a co-curricular activity.

- The International Club can undertake the writing of a newspaper.
- Student writing assignments that are particularly good can be compiled into a booklet for distribution.
- A group can produce a multi-language newspaper.
- Students can submit work to the school newspaper or to the local newspaper in the hope that they will be willing to widen their horizons a little by offering the public an occasional article in another language.

(3) Other Printed Materials--Seed catalogs, food catalogs, the manual that accompanies your new camera, the instructions for assembling a bicycle, the information on the side of a box of cookies--all these may give you examples of the target language in use, or added cultural information. With these materials, you could possibly have students:

- List adjectives, nouns, command forms, examples of the subjunctive, prepositions, etc.
- Read for information and answer a series of questions about the reading (what ingredients are to be found in the cookies; what type of film is best for this camera).
- Prepare a set of questions about the material (we really don't give language students enough practice in formulating questions; we always do the asking).
- Converse with each other, or with you, after having mastered a new vocabulary (the parts of a camera or of a bicycle).
- Practice numbers using the price list from a catalog.

(4) Businesses in the Community--We have already mentioned some of the materials and interview possibilities that you might come up with by dealing with local business offices. A mental walk down Main Street could suggest some field trip possibilities or some people who might give a talk to some of your classes, be interviewed by your students, or donate something to your materials file.

Begin with the Chamber of Commerce. See what businesses in your area have any dealings with businesses in other countries:

- importing or exporting parts or products
- receiving literature of any sort in a foreign language

- receiving correspondence from abroad
- entertaining business colleagues from other countries
- monitoring international economic or political conditions
- serving as distributor for products from another country

Each of your students can take on one company for research, or you might invite a number of the companies to send representatives to your class for a panel discussion. If nothing else, your students will be surprised and impressed with the international ties that are being made in their own little world.

Travel Agencies are definitely a source of materials and people with information for you. They have pictures, posters and brochures they may share with you--your students are their future customers. Their travel counselors can talk to your classes about their own travels and the impressions they have of other countries. They are also knowledgeable about things like foreign currency, travel restrictions in the various countries, and the most popular historic and artistic attractions. Ask also at the travel agency for their help in securing free films from the airlines with which they do business. If you find a travel agent who has the time and interest to work with your class in a little more depth, you and the agent could set up an exercise for your students:

- Figure out departure and arrival times, considering the time difference from country to country.
- Prepare travel brochures, using the samples and advice of the resource person along with the information the students have gained from classroom study and research.

Ask at the Bank for someone who will work with your group on money: rates of exchange and how they are established, foreign investment in the United States.

Explore with your students the kinds of information they might get from a visit to a Supermarket or Specialty Foods Store:

- After looking at special sections devoted to the products of specific countries, make generalizations about the kinds of vegetables, spices, meats, etc., predominant in each culture.
- Read the labels of cans and boxes for recipes which indicate common combinations of ingredients, what staples are used in all recipes, the names of dishes.

- Look for labels that are written in the foreign language, as well as in English. You will often find an American product with a label that describes the article or gives cooking directions in more than one language. Ask your students to be on the lookout for these at home as well, and to gather them for a collage for the classroom.

A possible resource for those of you who are teaching Spanish is the Florist Shop. You will discover that many shipments of flowers are from Mexico and Central America. A florist will be able to show you bills and requests written in Spanish. He or she may even be able to produce for you the slightly crumpled but still readable Spanish-language newspapers in which the carnations and roses have arrived. If the shopkeeper is a member of a teleflorist association, you will find on the counter a large manual of common terms used in the business and most-used greetings for birthdays, Mother's Day, etc. These terms will be presented in the manual, usually in four or five different languages. They can become the basis for your students' preparing greeting cards for any of the holidays during the year.

(5) Educational Institutions--Much of what we have to say about the resources to be found in the educational community has been said in previous sections of the manual; it is repeated here so that it will be easier to refer to later, should you wish to be reminded of a particular point.

Colleges and universities:

- Faculty and support staff are sources of information and materials because of their having come from or having lived in another country.
- There are foreign students on every campus who might be willing to come to your school for a day to work with your students. A really nice relationship could develop whereby foreign students work with your classes on a regular basis for a few hours per week, in exchange for receiving help with their English from you or your students.
- The Foreign Student Advisor could talk with your classes about culture shock and other difficulties people face in confronting a new culture. She can also be your liaison with the particular body of students with which she works, arranging their visits to your school or setting up meetings on the college campus for your students.

- Activities Calendar--Be sure you are on the college's mailing list to receive notification of speakers, films, and theater, music and dance companies that will be available to the general public. Inquire about special student rates that might apply to your group.

- Language Department--There will probably be student-produced activities in a number of languages that you could attend--or perhaps a student group would be willing to perform at your school, in order to have an audience.

- The Library and Media Center--Their collection of books, films, slides and tapes is far greater than yours. In many cases, they can provide you with a catalog of rental films that are excellent for school use.

Other schools in the area:

- Faculty and/or students may have language skills and materials that could be put to use in your classroom. A request to superintendents or curriculum coordinators might result in some people to contact.

- Ask also in your note to administrators if they can suggest teachers in other area schools who have souvenirs or a slide presentation of their visit to a foreign country. Also, seek out art and music instructors who would be willing to work with you on a project in one of those areas.

- Schools with bilingual classes--Arrange for students in those programs to meet one-on-one with your students, preferably with some specific objective in mind: finding out about customs, foods, language structures, or sharing a film or a story-telling hour.

- Inquire about student groups from other schools who have traveled to another country or conducted an exchange program, and see if you can find a way to put them together with your students for a specific purpose: learning about their program, practicing language, hearing their impressions of the people they met. If transportation is an insurmountable problem, find out if they have something like a traveling exhibit they would be willing to send to you. Remember also that if you have been the leader of a travel/study group from your school, you are now a resource for other schools; offer yourself and your students--don't wait to be asked.

Agencies and organizations that arrange for foreign students to come to the United States:

- Request their literature and share it with your classes. You may not wish to take on a project as large as an exchange program between two schools. Nevertheless, you will find individuals in your school who will be interested in having their families serve as host families.

- Some agencies conduct programs whereby visitors to our country are placed in American homes for very short periods of time: the Thanksgiving or Christmas vacation period, a school vacation week, a weekend, or maybe just a Sunday dinner.

(6) Ethnic and International Dinners--One of the resources for learning about traditional food of other countries is an in-school evening buffet to which each student and her family bring a dish that is a specialty of the target culture (if a specific ethnic dinner) or of their own house (if an international dinner). You will be amazed at the variety (and quantity) of offerings and the number of different countries that are represented. Also, you will find conversations going on across tables about how the recipe has been handed down from one generation to the next, how and when the dish is served at family gatherings, the spices needed to prepare it and where to obtain them. Make your own cookbooks available to students for a few weeks before the dinner; also ask the librarian to set up a reference shelf of books about food. If you wish to integrate the proposed dinner into your classroom activities, assign students to find out about common foods of a particular country and how to prepare them, and to report to the class--either in English or in the target language, depending upon the level of language proficiency of the group. Present or review the names of foods, the units of (metric) measurement, a review of commands--recipes are written in the command form. (You will find more information in the section Food in Chapter III.)

Perhaps the hints that follow will help you get started planning an international dinner if you have never before handled such a project:

- Ask students to volunteer to help by joining one of a number of necessary committees: arrangements for food, hosts, dining room setup, entertainment, cleanup. (Put your greatest amount of time and effort into forming that last committee.)
- Prepare with your students a combination invitation/reply that can be distributed to students. Along with the usual information about time and place, add a request that people bring a plate, knife, fork, etc. for themselves and also a serving spoon (or slicing knife) for the item they are contributing to the buffet. As a part of the reply, people will indicate if they are bringing a (1) main dish, (2) salad, (3) bread, (4) dessert, or (5) whatever is needed most. In this way, you can assure some balance in the menu.

- Assign one group of students to stand at the entrance of the dining room, with magic marker and 3x5 cards in hand. These students accept each culinary masterpiece as it passes through the door, prepare a card for it with the name of the food and the country of origin, and then see to its placement on the table.

- If you have the time and student interest, you can make the evening more elegant with welcoming speeches in various languages, skits, songs and dances, wall decorations (travel posters cover a lot of cafeteria wall and require no advance cutting and pasting), and centerpieces for the tables (perhaps homemade flags).

- During the meal you could encourage any resource guests to talk about themselves, the items on the table and how they were prepared, and their eating habits (whether they drink coffee with the meal or afterwards, with which hand they hold the fork). Students usually are relaxed in this kind of atmosphere, and you probably won't have to lead the conversation.

Other, less elaborate, ways to discover the many cultures that are alive in your community are a dessert night or a holidays-around-the-world night. The latter fits very nicely into early December when cultural items presented in the text or by the teacher deal with traditional holiday celebrations.

(7) Stamps and Coins--Students, their parents or business people will often drop on your desk a few stamps or currency from another country. If you have been throwing the stamps away after the donor leaves, or passing the currency on to an interested student--stop! There are a number of ways to use both in your teaching:

- Arrange the stamps in some way according to color and use them in your beginners' class to teach colors.

- Put them into other groups to teach some particular piece of information: flowers, birds, artists, rulers, historical events, etc.

- Use both as realia; the currency can be used to learn about exchanging money in the target culture as suggested in an earlier chapter.

Ask around the school and community to see if you can discover any collectors of numismatic and philatelic clubs. Someone with an interesting collection of coins or a colorful assortment of Spanish or French stamps may have some interesting stories to tell which will provide one more source of cultural information for your class.

(8) Cemeteries and Gravestones--This is a rather unusual note on which to end our chapter on community resources, but we include it because we have seen it used successfully in an advanced German class. If you live in a community where there are or have been neighborhoods of immigrant or second-generation families, it is possible that one of your classes would be interested in a field trip to a cemetery to do some research about these families. Talk with the students first about what information might come from the gravestones (common first names, common family names, when the earliest deaths occurred) and later how they might continue their research with the living:

- Contact people in the community with the same family names to know more about why the first immigrants came to the community, where they lived, why they left.
- Look up records of land purchases or of the establishment of stores and businesses by people with these family names in order to know more about their work.
- Talk with the older clergy and retired teachers in the area for their recollections of that particular neighborhood.
- Study a map of the community for clues of the ethnic group's existence: street names, monuments, names of parks.
- Learn the kinship system of a particular cultural group (this works particularly well for tying in learning about Hispanic family names).

Can you add other ideas to this list?

6

Community Exploration

> “We shall not cease from exploration and the end of all our exploring will be to arrive where we started and know it for the first time.” —T.S. Eliot

All the world's a stage . . . the entire community is also a learning lab. Up to now we have suggested various possibilities for locating resources in the community outside your classroom and ways to bring those resources to the school or to have your students go directly to the source. A third possibility is to look at an entire section of the community--an ethnic neighborhood, for example--in a holistic way. If there is an ethnic community in your area (especially where people speak the language you're teaching), then indeed you have found a gold mine. Without even crossing the ocean or international boundaries, you may be able to experience the target language and culture right at home. You and your class will need no passport, and the price of a transatlantic flight will be replaced by the price of a bus or subway fare.

What exactly would this community exploration entail? To start, it would consist of you (and/or your students) identifying what information they hope to find out. This might mean one student would try to find out what food is typically eaten, and another would be responsible for researching what holidays are celebrated and how they are observed.

Next, either you and/or your students need to consider how the information might be obtained. In the first case above, students might:

- go into a local store and observe what unusual food items are sold

- go to a restaurant and observe what people are eating, or by reading the menu or asking questions of the waiter/waitress, learn about typical dishes
- arrange to interview a local housewife about what she is preparing for dinner.

Then, by documenting their findings, they can come back to the classroom and share the results of their field work with fellow class members to get a picture of the community as a whole.

This chapter will provide some guidelines for organizing a community exploration for your students and for helping them get the most out of this learning adventure.

Preparing for Community Exploration

There are several ways to implement such a project:

- You may already have a number of contacts within the ethnic community with whom you can arrange interviews for your students.
- You may know a single contact or someone who can put you in touch with a contact who would be willing to introduce your class into the community.
- More adventurous students may be able to make their own contacts, and this kind of activity could be assigned as out-of-class work.
- Assign tasks to students in pairs (see NAPI/KEPRA later in this chapter) and let them discuss how to gather the information they need.

Taking your class into the community will take more preparation than bringing a single speaker from the community into your classroom. You may want to enlist the aid of a colleague, and/or make this an interdisciplinary project--say, in conjunction with the history department.

If this is going to be a whole-class project, it is always a good idea to ask the parents to sign a release form (as for any field trip) indicating that they are fully aware of the purpose, location, and means of transportation to be used in carrying out the community exploration.

Setting Goals and Objectives

Just as you would set goals and objectives for a classroom lesson, it is important to set them for your community exploration project:

- What do you hope your students will learn? It may be as narrow as having your students gather the names of new food items from an ethnic food store shelf. Or it may be as broad as developing their global perspective by bringing them into contact with culturally different life-styles. It may be your goal to find out culturally relevant information to use as a take-off for language lessons in the classroom. Therefore, if you are planning this activity with extremely low-level students, you may want to have them interview in English.

- What do you want to bring back to the classroom and how do you plan to use this material? Again, it might range from a list of new vocabulary words to a series of taped interviews, parts of which could be used for dictations, drills, and listening comprehension exercises. You might also want to prepare a class list of words or expressions in English that each interviewer will ask his resource to translate. It will be interesting to compare these later to see how each Hispanic area or German-speaking region has its own language patterns.

Even if you can't find an ethnic community which speaks the language you are teaching, there may be value in exploring any ethnic community. In this case, your goals might be:

- to expose students to a minority group population
- to give them real experience with learning on their own using various field techniques that may prove useful in later language learning situations
- to help students understand a culturally different people
- to build better community relations

Whatever your planned goals and expectations, you will probably find that a community exploration will result in gains far beyond what you have expected and will inspire a multiplicity of possible projects from whatever is brought back to the classroom.

Once your overall objectives are set, begin to think about actual topics of exploration for which your students will collect information. Some of our suggestions are found later in the section entitled NAPI/KEPRA. You may want to supply a list your students can choose from, or let them come up with their own ideas based on their particular interests. You can have a group explore one topic in great detail using a variety of resources, or have a separate (but related) topic for each student or pair of students. A third possiblity might be not to structure the exploration at all--simply ask the students to gather any and all information about the community and see what they bring back.

Collecting and Documenting Information

Consider what people resources in a neighborhood might supply information. Unhurried, not terribly busy people will probably respond the most helpfully: a clerk in a small store, a barber, a librarian, someone resting on a park bench. Consider what different kinds of information you might obtain from people of varying ages, sex or position.

You may need to give some orientation to potential informants. They may speak English better than your students speak the target language. Let them know this is a unique opportunity for your students to practice speaking the target language and improve their communication skills.

Just about every aspect of the community lends itself to exploration. You are limited only by lack of contacts or adventurousness on the part of the students. They can interview virtually anyone from local musicians to shopkeepers to kids in the street. Brainstorm a list of possibilities with your students, your contact, or your colleagues.

Consider how your students can best collect information based on the level of their language ability. More passive activities might be easier for students with low language levels, while more active techniques can be used by more confident students with greater language proficiency. Let's consider the range of these passive to active activities.

PASSIVE WAYS	OBSERVE →	How people interact with each other? Who talks to whom? Note non-verbal gestures.
	LISTEN →	To conversations, the radio. Can you tell what topic is being discussed? What helps you understand . . . the tone, gestures, other clues?
	WATCH →	TV and movies.
	READ →	Books, magazines, comic books, newspapers, signs, posters, ads. What can you learn from these?
↓	ASK →	Questions of other people; showing interest and curiosity will go a long way.
ACTIVE WAYS	PARTICIPATE →	In events, activities.

What, then, might be activities that students at various language levels could pursue no matter what the topic of interest? Here are some possibilities:

A. These questions can be answered simply by observing people and activities:

MEETING PEOPLE	What physical gestures (e.g., handshakes, bows, embracing, kissing) are used when saying hello or goodbye? How close do people stand to each other when they talk? What eye contact is appropriate when meeting people? Is it different depending on sex or age? Do people touch? When? How often?
FOOD	In a restaurant, what gestures do people use to call the waiter/waitress?

B. These questions can be answered by listening, asking questions of an informant, and/or by trying out what you think you've discovered in an actual activity (participating):

MEETING PEOPLE	What are common expressions for greeting/leavetaking? If there are different forms of "you" (the second person pronoun), figure out the kinds of people you would generally address with each form. What titles are used with people? When do you move from formal to more familiar forms of address?
FOOD	What do people say when they call the waiter/waitress? What do they say when they order? How do they ask for the check?

Useful Tools

Our list of useful tools will start out with some of the more obvious items and go on to the more esoteric:

- a map of the area to enable students to get around on their own (you may prefer, however, that they stop people on the streets and ask directions)
- a notebook for recording their observations
- a tape recorder for recording speech samples or an interview (always requesting permission to record in advance).

In addition, you may want to prepare students by:

- showing pictures or slides of the community
- sharing copies of the community paper (if one exists)
- looking through the telephone book with them to locate a business, a family or an ethnic restaurant.

Our list further includes these less tangible, though no less useful, tools:

(1) Survival Dictionary--Put together a list of phrases and expressions which students can learn in advance to help them get control over what may seem to be an overwhelming volume of speech. These phrases will further explain their situation, slow things down, and help them get repetitions and explanations. Remember, there may not be exact translations, so look for appropriate equivalents or substitutes.

The following is a suggested list of phrases useful for student interviewers:

My name is ______________________.

I am studying ______________________.

Can I ask you some questions?

Excuse me.

I'm sorry.

Can you help me please?

I don't understand.

Please speak more slowly.

Could you repeat that?

How do you say______________________?

What does____________________mean?

How do you spell that?

I don't speak____________________very well, but I'm trying to learn.

Did I say that correctly?

Is there a better way to say that?

Did you understand?

Did I pronounce that correctly?

Please correct me when I say something wrong.

Thanks a lot.

I really appreciate that.

Thank you very much for your help.

Help your students to find as many alternative ways to say each phrase as possible.

(2) Sign Language--Knowing that your students' communicative ability may be limited to these few phrases and isolated words, you will probably want to work with your students on some field acquisition techniques. For many students, this may be their first opportunity to try to figure out what language they need to carry on real communication by themselves. Exploring some of the vast possibilities of communicating with sign language would be an obvious first step. Help your students to be as creative as possible in using gestures and objects to get across their ideas. Help them to focus on new words and phrases and to repeat them to confirm understanding and pronunciation. Here is a list of topics that a student could explore with an informant using sign language and whatever they might already know of the target language:

- Exchange names. (Point to self, point to other and look quizzical.)
- Describe family. (Use drawings, fingers, mime.)
- Describe home and hometown. (Use drawings, gestures such as big, small, near, far, numbers, and maps to show location and names of nearby cities.)
- Tell about things you like to do. (With a smile, mime sports and other activities.)
- Tell about some things you don't particularly enjoy doing (with a frown or sad face).
- Tell someone where you're going, what you're doing, where you live. (Try to find out the same information from the other person.)
- Use a map, drawings and gestures to show that you are studying (what?), or perhaps working (as what?).
- What else?____________________________________

(3) Interviewing--Some interviewing techniques will be extremely useful to students going out into the community, since it is an obvious way to gather information. Have your students practice doing an interview with a partner. Here are some guidelines:

a. Identify an informant.

b. Introduce yourself, explain what information you are seeking, and ask if the informant has the time to answer a few questions.

c. Caution students to be polite, show respect and dress appropriately. Remind them to think through in advance what questions might be offensive.

d. Have students prepare 5-6 questions to get the interview started. At least three questions should be open-ended, inviting more than a simple yes/no answer. For example, if you are interviewing someone about their work, these questions might be in order:

   What does your job entail?
   What kind of people do you come in contact with?
   What do you like most/least about your work?

e. Help them figure out how they are going to remember what is said: note-taking, tape-recording, etc.

f. Following the interview, write up and then discuss in class:
  - a description of the person and his/her environment
  - a summary of the interview itself (include at least one thing you learned from observation, not from what was said)
  - their feelings about making the contact
  - their thoughts about how well they understood each other
  - anything else which stands out about the interview

g. Plan class time to write thank you letters to the contact and/or informants, if appropriate.

REMEMBER: Every culture is different, so be sensitive to situations where interviewing may be inappropriate in the community you are visiting.

(4) Documenting Research--Prepare your students in advance to document their research. Brainstorm possible ways to document and the pros and cons of each: ease, cultural reactions, skill needed, time available, etc. This might include:

- taking notes
- taking photos or slides
- tape recording speech or music
- making drawings, sketches or maps of the community
- keeping a journal of contacts and experiences (particularly if this turns out to be an ongoing project)
- drawing charts to graphically present data

NAPI/KEPRA

One systematic approach to community exploration might be to follow the "NAPI/KEPRA schema." This section gives suggestions for activities grouped under nine basic areas which provide the acronym NAPI/KEPRA. These are:

N - Natural Environment
A - Artifacts
P - People
I - Information (Communication)

K - Kinship
E - Economy
P - Politics
R - Religion
A - Associations

The usefulness of these suggestions will depend on the community being explored and contacts you may have within the community. In some cases, you may find other areas more appropriate; the options are limitless. Encourage your students to explore topics within areas that they feel the class would enjoy hearing about (popular music groups, major sports heroes, dating and marriage customs, television personalities, etc.).

These areas can help your students formulate specific questions for interviews:

NATURAL ENVIRONMENT
(the physical surroundings)

- the area where you live
- the terrain
- the climate
- rivers and other bodies of water
- altitude
- vegetation and wildlife
- the layout of your neighborhood or city
-

ARTIFACTS
(all items created by people)

- house construction
- clothes people wear
- things in your house
- items sold in markets
- objects treasured or disregarded
-
-
-
-

PEOPLE

- population
- demographics
- ethnic and other diversity
- beliefs, values and attitudes
-
-
-
-
-

INFORMATION
(how information is passed on/ communication)

- what your family talks about at meals
- interaction patterns
- who passes what kind of information
- news on the media
- family stories, gossip
-

KINSHIP
(how families are organized)

- members of a family
- how people are related
- what roles and lines of authority exist
- genealogy
- how people find mates and marry
- lines of succession
- changing roles/family systems
- how family ties are strengthened
- age/rites of passage/respect
- problem-solving within the family

ECONOMY
(production, acquisition, and consumption of goods)

- occupations of each family member
- who works, who oversees finances
- what products are acquired
- dispensability of items
- what is costly, what is inexpensive
- how they prefer to spend their money
-
-
-
-

POLITICS

- political affiliation of the family
- what they think of the government
- whether they are politically involved
- who/what groups have power and authority
- what changes are impending based on political attitudes
- how political/historical landmarks are celebrated
-

RELIGION

- the family's religious affiliation
- how it is manifest in their lives
- what religious observances are important
- how they view the supernatural, the spiritual
- what they think about other religious groups
- how religion plays a social role in the family
-

ASSOCIATIONS (social organization/process)

- what associations the family members belong to
- what purpose this serves
- what their role is
- which ones several members belong to and which are exclusive to others (on what basis)
- existence of ethnic associations
- what groups determine educational policies
- what community groups exist and the roles they play
- which associations are experiencing results of social change
- rituals, celebrations, holidays
- health systems
- educational processes
-
-
-
-

Here are some activity suggestions based on the NAPI/KEPRA grid:

Natural Environment

- Walk around the community and note differences and similarities to the neighborhood in which you live.
- Note what new words appear on billboards, buildings and stores.

Artifacts

- Visit a neighborhood store. Write down the names of five items you do not recognize. Ask a clerk what they are used for. What item in the store is most unusual to you?
- You are writing to a friend about what you have discovered in the neighborhood store. Write a paragraph about the similarities and differences of this store compared to one you usually shop in. Use as many words in your new language as possible.
- Visit a place of worship (shrine, temple, church) or a museum. Note whatever precious items or ceremonial objects you see. What is their significance? How are they used?
- Talk with an informant about gift giving. On what occasions are they given? Who gives to whom? What gifts are typically given? Are there any gifts that you should not give? How do people receive gifts? Do they open them in front of you or save them until later? How do they express thanks? Try to observe both verbal and nonverbal expressions. Compare to gift-giving practices in your own community.

People

- Who are the people of this community: Where did they come from originally? Do they maintain their own language? Do they have their own newspapers, radio broadcasts? Do bilingual schools or other bilingual programs exist?
- What are some values, attitudes, beliefs you have discovered in talking to this informant which are similar to your own? What behavior have you encountered which you don't understand?
- Many cultures have an expression similar to "Make yourself at home." What does this mean? What does "guest" mean? What are the responsibilities of a guest? What should one normally offer to do?
- Find out from an informant if the community has different attitudes toward dating than your community. How would you ask a person of the opposite sex to go out on a date?

Information

- Observe people on the phone. What do they say when they answer? What polite phrases are used? How does one close a conversation? Practice in the target language. Look in the phone book to locate restaurants and cinemas in the ethnic community. Call a cinema and find out what's playing. Call a restaurant and ask when they open and close.

- Look at the local community paper, if one exists. What are the top news stories? What movies are playing at the local theatre? On what topics are the editorials written?

Kinship

- Draw a family tree to show how the members of your informant's family are related. Ask him/her to explain the names and relationship of family members.

- Through your discussion, compare your family at home with your informant's family. How are decisions made? Who is responsible for upkeep of the house (inside/outside)? What household responsibilities do children have? Describe the relationship with relatives. Do grandparents live with the family? How does the family spend leisure time? What are important family events and how are they celebrated?

- Discuss how two people meet, become engaged, marry and set up housekeeping. Make a list of vocabulary that refers to the various aspects of weddings, receptions, etc. At what age do people typically marry?

Economy

- Interview one or more people about their work. What do they do everyday? What do they like most/least about their jobs?

Politics

- Find out from various people of different age, sex, educational, religious or other groups whom they consider heroes and heroines. Find out what you can about these people and why they are admired.

- Learn the words of well known national mottos. Investigate the background of each. When are they used? Where? By whom? What is the significance of the words? Are there comparable sayings used in English?

- Find out about any political meetings in the community and see if you can attend. Of interest might be: the polls on election day, a rally concerning a particular cause, school board meetings.

- Look for expressions of political opinion in local community papers. Who reads different newspapers? How reliable is reporting considered to be (by whom)? How influential is each paper in forming public opinion?

- Look for references to government in popular music, graffiti, etc. How open/critical/exaggerated, etc. are these? What issues/individuals are mentioned most?

- Try to determine who seems to be most active/interested politically in this community--any particular individuals, professions, economic/social/ethnic/church groups, educational levels, men or women?

Religion

- Attend a local religious service. Observe the building and its significant features. Observe the rituals. Describe what seems most unusual or interesting to you.

- What religion is your informant? In what ways is it similar to or different from your own? Ask your informant about his/her religion: What does s/he believe? What religious ceremonies are observed during the year? How? What religious holidays are observed? How? What is his/her attitude toward other religious groups?

- Through observations and discussions, identify in what way religious beliefs influence the people of this community in their everyday lives.

Associations

- Visit a school in the community. Compare it with your school in the following ways: size of classes, dress of students/teachers, class atmosphere, teacher/student relationship, seating arrangement, etc.

- Is there a hospital in the area? Is the staff bilingual? Write down some of the signs you see at the hospital in the target language. What do these mean?

- Where does your informant's family go for health care? What home remedies do they recommend? What proverbs are commonly used that typify their attitude toward health? What is the attitude of people toward pain and suffering? Are there typical recurring health problems within this community?

- How are holidays celebrated? Birthdays? Namedays? Are there special songs, gifts, greetings, food and rituals? What is the significance of each of these occasions?

Historical Perspectives

Finally, we may also look at any of the above areas through an historical perspective. By considering the past history of any of the NAPI/KEPRA areas, a whole new set of questions arises. The historical dimension helps give students a notion of how things change through time and to identify the changes which have occurred.

- Ask your informant about his/her family's past. When did they leave their country of origin? Why?
- Find out how long their ethnic group has lived in the community. Was another group there before? Are young people staying or leaving now?
- Look for signs of how the past is preserved in the community? Are there statues of famous local residents or plaques?
- Visit any ethnic community organization, libraries or tourist attractions. Try to find out about the area's history through these means.

Gathering Materials for Permanent Classroom Use

As a result of any community exploration, you may find yourself beginning to gather realia that can be used effectively in your teaching. While you and your students are talking with community resource people, let them know in a tactful manner that you would appreciate having any materials, pictures, or literature that they might like to donate. Also ask them to suggest other people and organizations you could contact to request materials. Donations for your materials file might include:

- samples of coins and currency
- stamps and postcards
- photographs and slides
- travel posters and brochures
- business correspondence

- bills/purchase orders
- road maps
- books, brochures, magazines, newspapers literature of any kind in the target language
- information sheets, receipts or bills from hotels, airlines, auto rental agencies or restaurants
- articles of traditional clothing
- catalogs
- instruction manuals
- addresses of contacts in schools
- addresses of possible pen pals
- addresses of government organizations providing free materials
- addresses for free catalogs

Returning to the Classroom

How can all this be related to classroom work? There are many, many ways. The challenge is to integrate the experience with your course syllabus, text, and daily lesson plan. If there's a unit on shopping, new vocabulary can be reinforced. If your text is more grammatically based, you'll have to work from whatever language structure is being presented. The students can use the past tense to describe what they did in the community. They can use indirect speech to tell what was said during the interview. The students can give oral or written presentations of their research. They can share vocabulary items. The class can listen to taped interviews. All of this material can in turn be used to form the basis of student created materials which can be used for pronunciation practice, dictation, substitution drills, or listening comprehension exercises. You, again, are limited only by your imagination.

The realia your students have gathered can also be used not only in your own classroom but by other classes in the school. It is not difficult to reproduce a bus ticket or a page of movie advertisements along with some teacher-created questions. Coins, stamps, maps can be used to complement lessons on money, post office, and transportation. Business correspondence can be used to point out format and idioms. You can also ask students to write replies to them. An unusual item can be passed around the room, with students guessing what the article is. Then the students can be given ten minutes to come up with a skit concerning the item. The list is endless and each item will suggest its own possibilities to you.

Through a sharing of research and materials, a whole (and more informed) picture of the community will begin to emerge. Here are some ideas for integrating the entire project:

- Students can put together a slide show or a photo display and write the text to accompany it.
- An oral presentation could include having students read aloud particularly interesting sections of their interview summaries.
- Bulletin board or showcase displays could be put together with interesting cultural items that students have brought back or people have donated.
- A show-and-tell day for the whole school could be set up, where area people are invited. The business people, the foreign families, tourists, etc. are invited to bring in items for a one-day showing in the library or the cafeteria. A student will be assigned to each of the contributors and will know in advance where to set up. He will help make explanatory notes to attach to materials and will generally be around the exhibit all day to protect the materials.
- You or the librarian can make a list of all the items or realia in the language department filing cabinets to be distributed to other faculty members. Sometimes an item will be useful in an art class, a creative writing class, or a geography class.

To go outside the classroom one needs to take just a few small steps. Psychologically and attitudinally, however, it is a giant step--not only for the student, but for the teacher as well. Turning the community into a language-culture laboratory demands certain changes on your part:

- You may have to be willing to adapt or alter your lesson plan and move away from the confines of your textbook.
- You, as the teacher, may feel a loss of some authority by giving students the freedom to become more independent learners and to explore the community on their own.
- You will have less control over the language structures, pronunciation, and idioms presented. Students will experience the language in all of its diversity from many speakers, in many ways, and in varying situations; you must be able and willing to help students learn from all of these.

Although your community exploration project may have taken considerably more effort to organize than a grammar lesson would, the long-lasting effects will make it worth the time and energy. Not only will you have given your students a chance to really use the target language, but you will have helped them realize the exciting possibilities . . . beyond the language classroom.

Appendices

The Experiment In International Living Welcomes You

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to the International High School Program

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Welcome to the International High School Program. For many of you, this may be your first opportunity to live with a family in another country, to experiment in international living.

Purpose of Your "Experiment"

As you know, The Experiment is one of the oldest international exchange organizations in the world. The basis of its philosophy is to learn about another language and culture by living together as members of a family. Our hope is that understanding one another on this one-to-one basis will encourage understanding among the people of the world. In this way, we hope that your homestay in the United States will help you to truly get to know and understand Americans in a way that goes beyond traveling as a tourist.

Your Goals

Now is the time for you to begin to think about what you wish to accomplish. Have you defined your hopes and goals? How will you best be able to improve your English? What activities do you think you'd like to get involved in at school? Do you enjoy playing a particular musical instrument or sport? Do you have any special talents or hobbies?

You: A Cultural/Language Resource

In turn, you can contribute a great deal to the school as a cultural and language resource. This may be somewhat of a new idea to you but start thinking about ways to share your knowledge of your country and culture. Please don't worry. No special talents are needed. You don't need to be an "expert" or to have any experience in teaching. Just being who you are, an individual representative of your country, is enough.

Other Activities You Can Help With

One way to make friends with your new American classmates and teachers is to offer your assistance in various language, history, or social studies classes in the school. As a representative of your country and culture, you can make learning come alive for the U.S. students who are studying about other lands and languages. Perhaps you could give a short talk about your family, your school, or your city, or aspects of life in your country such as important holidays, a historical event or a well-known author or artist (whatever you have an interest in and feel you know something about). You might answer questions about yourself and your home. You might teach a simple song or game that's typical of your country. You might read a part of a dialogue, a short story, or an anecdote so that students of your language have the opportunity of hearing the language they are studying spoken by a native speaker. Depending on how well you like working with the teacher and class, you may be interested in trying out all kinds of different activities. In fact, feel free to suggest anything you'd like to do to share yourself with the school community. (And also remember that it's all right to say "no thanks" if you'd prefer *not* to do something.) If you work with a particular teacher on a regular basis, you will also meet with him or her to make plans on a regular basis, so there will be plenty of opportunity for you to express your wishes and concerns (*and* to practice your English).

What to Bring

To aid in your role as a language and cultural resource, we'd like to suggest that you bring, if at all possible, any of the following items you can. Of course, limit yourself to what will comfortably fit into the corners of your suitcase.

- photographs or slides of your family/home/city/country
- coins and currency
- menus
- recipes (plan to cook a typical dish or meal for your host family . . . they'll love it!)
- maps (road maps or city maps)
- application forms of all kinds (driver's license, passport, etc.)
- tickets
- receipts
- a television program guide
- cartoons or comics cut from the newspaper
- a copy of a current magazine popular with teenagers
- addresses of possible pen pals
- cassettes of popular and traditional songs
- labels from packages or cans
- small games
- If you have the equipment to produce cassettes, there are all kinds of useful tapes you can make and bring.

Here are some suggestions:

- ☐ Record two friends talking about any subject that would potentially interest teenagers: school, popular music, sports, etc.
- ☐ Record some radio shows including music, advertisements, and news broadcasts.
- ☐ Record a series of interviews with people about their jobs. Have each person tell you what his job is and what he does.
- ☐ Interview your family, friends, and relatives. Have each person tell what they do in a typical day (and/or a typical nonworking day).
- ☐ Record friends or classmates asking questions about America and the American way of life (anything they're curious about). If you ask them to give their names and addresses, your American classmates can answer the questions and mail them the replies.

Lots of things about your country don't show up in our textbooks. Perhaps you may want to prepare yourself to bring some statistical knowledge of your country. For example, what percentage of people work? What percentage of the population finishes high school? the university? What does a one-bedroom apartment in an average city cost per month?

Attitude

Living with a new family, in a new and very different culture, can be a tremendously rewarding experience, but you may also experience some difficult times. It's a good idea to be prepared for anything. Therefore, add one more thing to your list of things to bring — an open and flexible attitude. Be willing to try new things. (You may discover new interests.) Try to get away from constantly comparing your country and the U.S. Try to give others the benefit of the doubt.

Preparation

Prepare yourself to be knowledgeable about the U.S. by reading some books about the U.S. and Americans. Look at some American magazines popular with teenagers like *People* and *Seventeen.*

If possible, observe foreigners in your own country. What kind of things do they do or say that you find insulting or confusing? Now think about yourself in your new role as a foreigner. How can you avoid these errors?

One thing that you can do is to learn some polite ways to express your feelings and opinions, particularly when you are making comparison statements. Here are some examples:

"I feel . . ."

"I think . . . children in my country show more respect toward their parents."

"It seems to me . . ."

"It's my impression . . . that families in my country are much closer."

These phrases "soften" your statement, i.e., change it from a statement of fact to a statement of individual (thus more acceptable) opinion.

Be Sensitive to New Rules

You probably have lots of questions about what living in the U.S., your new family, school, friends, and teachers will be like. Here are some guidelines. In general, American public high schools may have smaller, more interactive classes than you are used to. On the surface they may appear to be more informal, but there will still be plenty of clearly delineated rules and regulations. For example, most schools do not allow smoking in the school building although some schools have designated smoking areas. Many American families do not permit smoking in their homes. It's always a good idea to ask if it's permitted before you light up. A good rule is to remember that it's *your* responsibility to find out what's acceptable and unacceptable in your school, your host family, and new country. Be observant and ask questions.

The School Guidance Counselor

An important person in your life at school will be the school guidance counselor. This is the person who will help you set up your class schedule. He or she will also be available anytime to help you with any problems you may be having as the counselor's job is to help students in this way. He or she can tell you how to join clubs and activities in which you may have a special interest. Getting involved in lots of cocurricular activities (sports, music, drama, clubs) is a great way to meet people, make friends, and improve your English.

Now you have a lot of things to think about and do to get ready for your arrival. Please consider working with a teacher in a language classroom. There will be so many rewards for all involved. Have a wonderful trip and an exciting Experiment in International Living!

The Experiment in International Living and its School for International Training admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other School-administered programs.

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Some Related Organizations

INTERNATIONAL EXCHANGE ORGANIZATIONS

AFS International/Intercultural Programs, Inc.
313 East 43rd Street
New York, New York 10017

Council on International Educational Exchange
205 E. 42nd Street
New York, New York 10017

Exchange Network
312 Sutter Street, Suite 610
San Francisco, California 94108

The Experiment in International Living
Kipling Road
Brattleboro, Vermont 05301

President's International Youth Exchange Initiative
Youth Exchange
Pueblo, Colorado 81009

Youth For Understanding
3501 Newark Street, N.W.
Washington, D.C. 20016

ORGANIZATIONS SUPPORTING LANGUAGE STUDY

Council for Languages and Other International Studies
3520 Prospect Street, N.W.
Washington, D.C. 20007

National Council of Foreign Language and International Studies
605 Third Avenue, 17th floor
New York, New York 10158

Some Useful Books

CROSS-CULTURAL AWARENESS

Batchelder, Donald and Elizabeth Warner, eds. *Beyond Experience*. Brattleboro, Vermont: The Experiment Press, 1977.

Fersh, Seymour. *Learning about Peoples and Cultures*. Evanston, Illinois: McDougal, Littell & Co., 1974.

A Guide and Workbook to Field Language Acquisition and Cultural Exploration. Brattleboro, Vermont: The Experiment Press, 1983.

Hall, Edward. *Beyond Culture*. Garden City, New York: Doubleday/Anchor Press, 1976.

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Kohls, L. Robert. *Survival Kit for Overseas Living*. Chicago, Illinois: Intercultural Press, Inc., 1979.

Otero, George and Gary Smith. *Teaching About Cultural Awareness*. Denver, Colorado: University of Denver, 1977.

Saville-Troike, Muriel. *A Guide to Culture in the Classroom*. Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1978.

CULTURE SPECIFIC INFORMATION

Andromidas, Charles and Arntraud Harmann and Michael Mercil. *Living in the U.S.A*. Washington, D.C.: Youth For Understanding, 1980.

Lanier, Alison. *Living in the U.S.A*. Chicago, Illinois: Intercultural Press, Inc., 1973.

Miller, J. Dale and Maurice Loiseau. *U.S.A.--France Culture Capsules*. Rowley, MA: Newbury House, 19 .

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Miller, J. Dale and Russell Bishop. *U.S.A.--Mexico Culture Capsules*. Rowley, MA: Newbury House, 1974.

LANGUAGE LEARNING IN THE FIELD

Brewster, E. Thomas and Elizabeth S. Brewster. Language Acquisition Made Practical. Colorado Springs, Colorado: Lingua House, 1976.

Healey, Alan. Language Learner's Field Guide. Ukarumpa, Papua New Guinea: Summer Institue of Linguistics, 1975.

Larson, Donald and William Smalley. Becoming Bilingual: A Guide to Language Learning. New Canaan, Connecticut: Practical Anthropology, 1972.

Rubin, Joan and Irene Thompson. How to Be a More Successful Language Learner. Boston, Massachusetts: Heinle & Heinle Publishers, Inc., 1982.

RESOURCES OUTSIDE THE CLASSROOM

Cross-Cultural Learning in K-12 Schools: Foreign Students as Resources. Washington, D.C.: NAFSA, 1982.

McClure, Larry et al. Experience Based Learning: How to Make the Community Your Classroom. Portland, Oregon: Northwest Regional Educational Laboratory, 1977.

Rosengren, Frank H. et al. Internationalizing Your School. New York: National Council on Foreign Language and International Studies, 1983.

TEACHING TECHNIQUES

Jerald, Michael and Raymond Clark. Experiential Language Teaching Techniques. Brattleboro, Vermont: Pro Lingua Associates, 1983.

Seelye, H. Ned. Teaching Culture: Strategies for Foreign Language Educators. Skokie, Illinois: National Textbook Company, 1976.

Stevick, Earl. Teaching and Learning Languages. New York: Cambridge University Press, 1982.

Pasternak, Michael G. Helping Kids Learn Multi-Cultural Concepts: A Handbook of Strategies. Champaign, Illinois: Research Press Co., 1979.

"There is a flickering
spark in us all
which, if struck at
just the right age...
can light the rest of
our lives, elevating our
ideals, deepening our
tolerance, and
sharpening our appetite
for knowledge about
the rest of the
world. Education and
cultural exchanges,
especially among our
young, provide a
perfect opportunity for
this precious spark to
grow, making us more
sensitive and wiser
international citizens
throughout our careers."

President Reagan

May 24, 1982

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